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ABSTRACT

This study examines factors affecting the advancement of women senior administrators in the North Carolina Community College System (NCCCS) and determines if women have made progress in attaining senior-level positions since the last study, conducted 15 years ago. Fifteen women senior administrators were selected from colleges within the NCCCS and interviewed. Findings indicate that although more women are obtaining senior-level administrative positions, most of their gains continue to be in lower-level positions. President and vice president are the least likely college positions to be occupied by women. In addition, demographic data for the past 10 years revealed that women still have not achieved salary equity with men in similar positions. The study discusses respondents' views of the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement (the Plan), adopted in 1993 to provide a climate that would enhance advancement opportunities for minorities and women. Respondents reported that the Plan has not been an effective mechanism in assisting women to achieve senior administrative positions. At the time of this study (1995), most community colleges in North Carolina had not adopted the Plan but had developed diversity programs of their own. Appended are sample interview questions, a map of NCCCS institution locations and addresses, and data tables regarding senior administrative positions. Contains more than 70 references. (AS)

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by

James W. Lesslie

Bachelor Architecture
Clemson University, 1960

Master of Arts
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Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in the
College of Education
The University of South Carolina
1998

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Acknowledgments

This dissertation was motivated by a growing conviction that many women in lower level administrative positions who wanted to move into more responsible positions within the North Carolina community college system were not allowed to do so for a variety of reasons. These women were capable of handling the many different tasks that confronted community college administrators. Reasons creating such barriers range from a lack of encouragement of superiors to limiting actions of higher administrators and boards of trustees. This dissertation could not have been undertaken without the support and cooperation of those who participated in the study and provided valuable information shedding light on problems women administrators face. All shared freely their time and their experiences by providing data necessary for the study.

I am indebted to my wife who read many papers and guided me in following the APA requirements. She also helped keep track of the many references used. Both my daughter and sister-in-law spent many tedious hours transcribing interview material and helped move the project along through that stage.

Finally, my doctoral committee suffered through the many hours of reviewing and exchange of information that made this work readable and comprehensive. They unhesitatingly supplied me with not only valuable suggestions, but encouragement to continue throughout the entire process.

Abstract

The purpose of this study was to identify and examine factors affecting advancement of women senior administrators in the North Carolina Community College System and to determine if progress has been made by women in attaining senior administrative positions since the last study on the same subject fifteen years ago. Further, since previous studies used questionnaires, personal interviews were employed to allow greater clarification and depth of responses.

Fifteen women senior administrators were selected from colleges within the North Carolina Community College System (hereinafter called the NCCCS), and interviewed for this study. Five were selected from the Western Region, five from the Piedmont Region and five from the Eastern Region of the state. Attempts were made to select respondents from large, medium and small community colleges if they were present in each region. Respondents answered eight questions related to five research question and these were tabulated and analyzed for similarities and differences.

Demographic data for the past ten years were obtained from the NCCCS. These data included frequencies and salaries of men and women administrators. Personal interview data and demographic data were studied to determine the progress women have made in senior administrative positions.

Findings indicated that although more women are

obtaining senior level administrative positions within the NCCCS, most of their gains have been made in lower level positions. The levels of president and vice president are the least likely to be occupied by women. Demographic data indicate that women still have not achieved salary equity with men in similar positions.

Women senior administrators believe that the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement (hereafter called the Plan) has not been an effective mechanism in assisting women to achieve senior administrative positions. The primary purpose of the Plan is to provide a climate that will enhance advancement opportunities for minorities and women. At the time of this study, most community colleges in North Carolina have not adopted the Plan but have developed diversity programs of their own.

Chapter 1

Statement of the Problem

Even today, as in the past, women continue to lag behind men in attaining the highest management level positions in business. Women have a similar problem in gaining the highest administrative levels in colleges and universities. Nor have women made equal gains with men in the area of income ("Not so bad," 1996).

In 1993, women held only 6.2% of the board seats in the 1,000 companies within the Fortune 500 list. During that same year, women held only 721 directorships out of 11,715. In North Carolina, there were 32 female board members out of 796 at the 74 largest public companies ("Few women", 1993). A new United Nations report found that women in the United States are slipping behind women of other industrialized nations in gaining gender equity. The report states:

> U.S. women, who once were the world's pacesetters, are slipping behind women in four other countries who are making even faster progress toward equality with men, a U.N. report says. Between 1970 and 1992, American women slid from first to fifth, behind four Nordic countries, on a "gender-related development index," says the report to be issued today by the U.N. Development Program. (Mollison, 1995, p. 9A)

One reason given for the lack of economic progress by women in the United States is that they have earned only 35% of the national income. The Gender Empowerment Measure index ranked U.S. women eighth in earnings when compared with other industrialized nations such as the Nordic countries, Canada, New Zealand and the Netherlands. The Gender Empowerment Measure index measures how large women's share is of earned income; classifies job categories into administrative, managerial, professional and technical jobs; and lists what seats they hold in national legislatures (Mollison, 1995). Another report states that in 1970, women's income was $594 for each $1000 earned by men; by the 1990s, their income had increased to $715 for each $1000 earned by men (Neill, 1996).

Status of Women in Higher Education

Women have also failed to achieve equity with men in holding major leadership positions in the area of higher education. Although women have made gains by increasing their numbers of deans and vice presidents, the number of women achieving the level of college or university president in the United states remains low (Touchton & Ingram, 1995). In 1992, the percentage of female presidents had increased to 12% and by 1995 the percentage of female presidents of all two and four year private and public colleges had only increased to 16% (Touchton & Ingram, 1995).

At Clemson University, by 1996 only one woman had served on the board of trustees and only one woman had become an administrative vice president. During that same period, two women held department chairs out of 61 positions. A political science professor conducting a ten-year trend study found that at the lowest faculty level, the number of women and men was almost equal, but at the upper faculty levels men tended to out - number women ("At Clemson," 1996).

Most of the gains made by women have been at lower levels of administration in such positions as student service directors, personnel supervisors and business office managers. In the area of income, women have historically earned less than men in similar administrative positions, and they continue to lag behind men in pay equity (Jones, 1983; Julian, 1992).

Across the nation, gender pay inequity has been cited as a national problem in colleges and universities. Sandler and Hall (1986) state that "at every rank, in every field, at every type of institution, females still earn less than their male counterparts" (Sandler & Hall, 1986, p.2).

In 1993-1994, women in higher education made 10% less than men (Cage, 1994, April 20). Also, female faculty have not made salary gains equal to those of males. Although the average faculty salary rose 3% in 1994, salaries of women and men at identical levels varied by 10% (Cage, 1994, April 20). The Annual Report on the Economic Status of the Profession, 1995-1996 found that within all academic ranks across all disciplines, pay differences have remained unchanged within the last fifteen years ("Not so bad," 1996). The findings also indicate that pay differences between women and men faculty members have not changed. Although women have made substantial gains in the number of faculty positions they hold, they are still paid at a lower rate than men and continue to hold lower positions ("Not so bad," 1996). According to the literature, differences between female and male administrative roles, authority, and salaries continue to exist and are key problems related to gender advancement within community colleges (Curby, 1980; Julian, 1992; Pierro, 1988).

Increasingly, female faculty are replacing the large number of male faculty members who were hired in the 1950's and 1960's when higher education was expanding at a rapid rate. Approximately 41% of newly hired faculty in community colleges are women. Conversely, only about 33% of new faculty members in doctoral granting institutions are women (Magner, 1996).

Female faculty are still less likely to be tenured than males. Although 28% of newly hired faculty have been awarded tenure, only 16% of newly hired women have been so recognized (Magner, 1996).

Women administrators in traditional women's fields made less money than male administrators in traditional men's fields. For example, in 1992-93, the median salary for a dean of nursing was $67,250; dean of home economics, $81,754; dean of library sciences, $68,967; and director of affirmative action, $52,500. Conversely, the median salary for a dean of engineering was $97,000, dean of law, $129,000, and dean of medicine $182,624 ("The nation," 1993).

A 1994 study found that the academic fields in which women predominate pay the least. Public institutions paid salaries below $41,150 to professors in nursing, occupational therapy, communications, interdisciplinary studies, and home economics while engineering professors earned an average of $57,396 at public institutions (Magner, 1994, June 22). Full professors who are men at doctoral institutions made an average of $69,480 and women full professors earned an average of $62,500 (Cage, 1994, April 20).

Another area where women have not been treated equitably in higher education involves the manner in which female faculty are evaluated. According to a new study by the National Association for Women in Education, female faculty members are often evaluated by peers and students more critically than male colleagues. Using statistics from the U.S. Department of Education, the study also revealed that the percentage of female faculty members in higher education nationally remains low at 32% (Morgan, 1996).

Status of Women in Community Colleges

Nationally, increasing numbers of women are entering community college administrative positions, but few attain the highest levels of dean, vice president and president. Most women hold lower level positions in such areas as library services, student affairs, financial aid or continuing education (Julian, 1992). Other women administrators are in assistant or associate positions (Capozzoli, 1989). Even though community colleges have open door policies regarding student acceptance, that policy does not extend to placing qualified women equitably with men in the three most responsible positions of president, vice - president, and dean (Capozzoli, 1989; Jones, 1983; Julian, 1992).

Gender diversity in community colleges is a concept that gets national attention but little action. For example, the theme of the 1991 Annual Convention of the American Association of Community Colleges was entitled "Celebrating Diversity", but nothing was said about the history of diversity within American community colleges, nor was discussion held on the role of women faculty or women administrators in community colleges (Frye, 1993).

Further, advancement of women senior administrators has not been studied extensively and not much has been written about community college history compared to the wealth of data written about four-year institutions (Curby, 1980; Frye, 1993). An insignificant amount of field research has been done concerning career development of two-year administrators (Grey, 1988).

Community Colleges in North Carolina

Within the 59 colleges comprising the North Carolina Community College System (hereafter called the NCCCS), there were two women serving as presidents in 1995. Previously, three other women had served as college presidents in the

NCCCS, but the last of the three left her position in December, 1993. In one recent year, there were no NCCCS women presidents. In a speech given July 15, 1994 on diversity policy, Lt. Governor Dennis Wicker stated:

> As you are aware, of our 58 campuses only two are led by minorities, and none by women. In fact, since our system's inception more than 30 years ago, cumulatively, we have had just three women and two minorities serve as community college presidents. Clearly our Diversity Policy, which has the best of intentions, is unfortunately not providing the results we want. (News release, 1994, p.1)

Lt. Governor Wicker then called for a review of the Diversity Policy and for recommendations to make it more effective.

A major state newspaper reported: "The demographic statistics and the available openings suggest two things: North Carolina hasn't done a very good job of recruiting and retaining women as chief executive officers on campus; but it has an excellent chance to mend its ways this year by appointing women to more top jobs in education" ("Diversity at the top," 1994, p. 10A).

Development of the North Carolina Community College System

In order to gain an understanding of problems facing women administrators within the system, it is necessary to gain an understanding of the NCCCS. The North Carolina state government was excessively slow in establishing a comprehensive community college system. When viewed from a historical perspective, reasons for the 20-year gestation period leading to the system's birth become apparent. The following paragraphs describe some of the political maneuverings of elected officials coupled with their traditionally conservative nature that transpired during that period of time. Women were finally able to make inroads into areas dominated by men when Governor Terry Sanford established a Governor's Commission on the Status of Women. Activities of the Commission are discussed in the following pages.

Post-War Public Junior Colleges in North Carolina

Returning veterans at the end of World War II created a demand for higher education in North Carolina beyond the ability of state institutions to provide. Increasing numbers of high school graduates intensified the need for institutions that could provide vocational training and college level courses concurrently. Development of a post-high school education system required almost two decades of stop-gap measures to reduce overcrowding at public colleges and universities. As the state legislature floundered from low taxes, racial and parochial sentiments, twelve college extension centers and three public junior colleges were used to meet increasing enrollment demands (Segner, 1974; Wiggs, 1989). Later, industrial centers were added, but they were more closely related to public schools than higher education institutions.

Failure of the state legislature to pass the 1953 Community College Bill exacerbated the growing problem caused by the need of a comprehensive educational system at the post-high school level. The 1955 and 1957 Community College bills did not adequately solve the problem, since neither the political environment nor the prevailing educational philosophy permitted creation of a comprehensive community college system.

Governor Luther Hodges was more concerned with the need for developing industry-based vocational education rather than a college transfer system. His interest focused on job training and economic development for the state and his beliefs closely fit those of D. Hiden Ramsey, Chairman of the Board of Higher Education and Dr. Harris Purks, Director of the Board ("$1.5 million allocated", 1958; Segner, 1974).

The election of Terry Sanford as governor and Dallas Herring as chairman of the Board of Higher Education created the opportunity to develop a comprehensive community college system that would encompass the needs of a varying population (Zoutewelle, 1961). The Carlyle Commission, appointed in 1961 by Governor Sanford, prepared a study that formed the basis for the future community college system (Segner, 1974). When the Carlyle Commission made its final report in December 1962, it incorporated findings of the Hurlburt Report, the Hamilton Study and the work of many educators, notable citizens and experts from outside North

Carolina (Wiggs, 1989). It was now time to incorporate recommendations developed over a decade and a half to create a comprehensive community college system (Report of the Governor's commission, 1962).

A political climate conducive to the establishment of a community college system was present in 1963, when the Comprehensive Community College Act was passed by the General Assembly (Herring, 1962). By 1979, 58 community colleges had formed an extensive educational network throughout the state. That number had grown to 59 community colleges by 1997. Consideration of hiring women for senior administrative positions was not on the minds of those struggling to solve day to day college problems. Hiring a woman as a college president would not be seriously discussed for another eight years.

Two years after President John F. Kennedy appointed his Commission on the Status of Women, Sanford established his Governor's Commission on the Status of Women on October 11, 1963. The purpose of the Commission was to review women's progress and potential for advancement in the state, and to make recommendations allowing women to reach their maximum potential, thereby contributing to the state's economic development. The education of women was prominently included among the topics Sanford asked to be studied (Statement, 1963).

Dr. Anne F. Scott from Chapel Hill chaired the Commission. Members included Dr. Juanita M. Kreps, professor of economics at Duke University; Dr. Bonnie Cone, president of Charlotte College; and Ms. Ruth Easterling, president of the North Carolina Federation, Business and Professional Women's Clubs, Inc.(Evans, 1963).

The 20-member Commission held its first meeting on January 7, 1964. Sanford spoke about the contributions women had made in North Carolina and expressed his desire that the Commission "... would join with other groups in support of more encompassing quality education and the assault on poverty for the State, as well as following and extending the paths laid out by the President's Commission" (Resume of First Meeting, 1964, p. 1).

The second meeting of the commission was held in Chapel Hill on April 3, 1964. Dr. William H. Cartwright, Chairman of the Committee on Education, indicated his primary emphasis would be on an educational system "... which would provide equal opportunity for women to do anything -- vocational, academic, professional, in any field, at any level of expertness" (Resume of Second Meeting, 1964, p. 2).

During this meeting, unequal pay between men and women and the issue of women's longer work hours were discussed. The Private Employment Committee Chairman, James E. Lambeth, indicated that state weekly maximum working hours was 55 hours for female office employees, but was less for males. He also mentioned that annual pay for a woman having one year of college education would average $680 per year less than a man with no college education (News Release, 1964).

Dr. Juanita Kreps stated:

> Discrimination in pay is more subtle than equal pay for equal work, for women often are shuttled into lower-paying jobs and are denied access to higher ones, and job titles and descriptions may be written in order to suggest differences in job content which don't exist or to mask similarities in job content in order to justify paying higher wages to men than to women. (Resume of Second Meeting, 1964, p. 3)

When the commission submitted its report to Governor Sanford, it stated: "Though extremely active in politics, women have failed to obtain appointments, offices and policy-making positions equal to the amount of work they do. Their activity is chiefly confined to volunteer service and ground-level projects" (Page, 1964, p.1).

The commission encouraged women to obtain advanced education leading to more responsible, higher paying positions. Community colleges were mentioned as a means of obtaining an inexpensive education since classes in those schools could be scheduled at times that permitted students to maintain jobs. Sanford recommended that the State Legislature establish a permanent Woman's Advisory Commission, and that a member of the governor's staff follow up on recommendations made by the commission (News Release, 1964).

With a growing interest in allowing women to move into higher administrative positions in community colleges, that opportunity occurred in September 1966 when the State Board of Education requested that the Department of Adult and Community College Education at North Carolina State University prepare a proposal for the development of community college administrators. The resulting proposal stated: "The long-range success of the system depends upon the continual education of its more than 400 top administrators--presidents, deans, directors, and supervisors--who manage one of the more innovative and rapidly growing educational systems in the nation" (Community College Administration, 1970, p.1). The program, instituted in 1967 with 20 interns enrolled, began developing new community college administrators and sharpening skills of existing administrators.

Three areas were emphasized: graduate education, in-service education, and administration. Administrative research was "...designed to achieve balance between scientific rigor and practical application" (Community College Administration, 1970, p. 5).

Applicants were nominated by both college presidents and the Director of the State Department of Community Colleges. The first woman to apply was Fanchon F. Funk, Chairman of the Department of Science at Asheville-Buncombe Technical Institute (Funk, 1967).

Selection of interns was determined by criteria that included possession of administrative leadership potential, preference of intern ages of 25 to 45, recommendations of community college presidents and the Director of the North Carolina Department of the Community Colleges, and admittance to the Graduate School at North Carolina State University (Progress report, 1967).

One woman was selected for the second term, and another selected the next year (Community College Internship, 1968). In 1971, there were two women interns (Graduates Interested, (n.d.).

The North Carolina community college system was further strengthened by the 1979 General Assembly when it established a State Board of Community Colleges, thus removing two-year colleges from control of the State Board of Education. The action validated the community college system as a legitimate component in North Carolina's educational system (Fountain & Latta, 1990).

With this historical background in mind, the study will describe in part the current status of women administrators within the NCCCS. Diane Oxendine Jones stated in her 1983 dissertation that little was known about the voice women had in the NCCCS policymaking process (Jones, 1983). The study will attempt to clarify the issue.

Advancement Opportunities in the NCCCS

In the past, boards of trustees of North Carolina community colleges have not adopted gender diversity plans that led to advancement opportunities for women administrators (Gardner, 1978; Jones, 1983; Julian, 1992; "Righting Old Wrongs," 1994). Boards of trustees have tended to be conservative and generally have been reluctant to change the methods by which they conduct their business. As a result of reluctance to change their business practices, boards tend to select men college administrators rather than women.

Problems encountered when studying advancement of women senior administrators in North Carolina community colleges are similar to those found in national studies. One difficulty of comparing levels of responsibility and authority given to women and men administrators in similar positions is the lack of uniformity of job titles within each community college. This is caused in part because the NCCCS does not mandate the use of the uniform state system of job titles nor does it provide guidelines for identifying common responsibilities of female and male administrators within each job title. Although the NCCCS urges all community colleges to utilize the state standards, only a few do and as a result, job titles, authority and responsibilities of administrators vary widely, according to a specialist at the NCCCS (K.B. Smith, personal communication, March 5, 1993).

Another problem encountered when trying to study the advancement of women senior administrators within the NCCCS is the lack of research data. Little has been done to change this problem from earlier years when Jones (1983) stated, "There remains a paucity of reported research on the status of administrators by sex in the North Carolina Community College System (NCCCS)" (p.2). Jones (1983) also raises questions concerning the role women play within the NCCCS. In the section entitled Further Research she states:

> Although the women in this study were referred to as administrators, little is known about the voice they actually have in decision-making and policymaking processes. Do they have authority to make policies and decisions that affect the organization as a whole? or do they have responsibility for decisions only within their unit? or do they have no real power--only as being responsible for the tedious duties of administration assigned to their position? It is important to know more about the responsibilities of women administrators to determine if their positions involve decision-making power commensurate with male administrators in comparable positions. (p.222)

Jones recommends further that "while ongoing research is essential, there is a need for study on programs of action to work toward eliminating inequities that have already been identified" (Jones, 1983, p. 222). Finally, Jones states that research into related areas could aid in understanding the problems women face in academe. Broader and more intensive research into personal attitudes and feelings of women and men in higher education could help clarify this problem.

Salary Equity in North Carolina Community Colleges

The problem North Carolina women administrators face regarding salary equity is similar to the national problem. For example, in 1981, community college women administrators earned an average of 24% less than men administrators. Four years later, in 1985, 12% of the women in North Carolina community colleges made less than $15,000 annually and no woman made above $42,001, while 12% of the men earned more than that amount (Julian, 1992). As recently as 1993, women administrators in all North Carolina state-wide educational systems earned 41% less than men administrators (Parker & Mellnick, 1993).

Administrative salaries for women continue to lag behind those of men and the disparity is expected to increase rather than decrease because of the continuing financial stress institutions are experiencing. The problem is not new and has existed from the beginning of organized education in the state. For example, in 1900, male teachers earned an average of $26.18 per month while female teacher salaries were $23.41 per month (Prather, 1979).

Support for women and minority administrators was ostensibly given when the state developed a diversity plan. The 1991 Report to the System President of the NCCCS entitled "A Comprehensive Plan for Administrative Leadership Through Diversity Enhancement" was intended to facilitate advancement of women and minorities into administrative positions. The Plan states: "The underlying intent of this report is to promote a climate within the system that is conducive to the inclusion of minorities and **women** (emphasis added) in leadership roles" (Deese, McKay, & Focus Group on Administrative Leadership Development for Minorities and Women, 1991, p.1). Others have also seen the need to promote more diverse leadership in the NCCCS. For example, "there is a clear need to increase diversity among community college leadership" (Gillett-Karam, Roueche, & Roueche, 1991, p.7).

Adoption of the Plan on February 26, 1993 marked the beginning of North Carolina's attempt to deal with female administrator equity problems. The Plan suggested mentoring as a facilitative mechanism for helping women and minorities to advance into administrative positions (Deese et al., 1991).

Historically, women's advancement in North Carolina community college administration has been slow (Jones, 1983). Within the last several years progress has accelerated, but primarily at responsibility levels below that of presidents, vice presidents and deans. Although the number of women in positions of responsibility within the NCCCS is changing, demographics indicate a mixed trend. Previous data were not categorized by administrative levels (caused in part by the difficulty of obtaining such information from institutions having a variety of classifications). Further, job responsibilities are not necessarily commensurate with job titles (Smith, 1990). In North Carolina, the number of women deans appears to be increasing, while the number of women presidents is dropping (Kelley, 1994).

North Carolina community colleges have few women senior level administrators and still fewer women presidents. Further, women administrators do not receive equitable incomes when compared to men. The Plan has failed to provide the support women leaders need in achieving equity across the state. Clearly, a need exists in the NCCCS to attract and retain talented women and minorities for leadership positions (Dees et al., 1991).

No perceived differences were noted by the inquirer in the way women administrators were treated by community colleges across the state of North Carolina. Some community colleges had more women in administrative positions than others, but no pattern could be identified that would establish a reason for the differences. Boards of trustees were mentioned by respondents as determining college hiring practices across the state. College presidents were also mentioned as being influential in selecting administrative personnel.

Purpose of the Study

The purpose of this study was to identify and examine factors affecting advancement of women senior administrators in the NCCCS and to identify salary discrepancies between women and men in similar positions. Data were obtained from the NCCCS documenting salary inequities between women and men senior administrators and has been included in the appendices. The study is important because it identifies problems women senior administrators face in the NCCCS, and documents their perceptions regarding the extent of the problem.

Specifically, the study addressed five research questions:

1. According to women senior administrators, what impact has the North Carolina Community College System Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had on the advancement of women senior administrators?
2. To what extent do women senior administrators believe that the type and level of support provided to them by family, friends, colleagues, or mentors are related to their professional advancement?
3. Do women senior administrators perceive their roles to be different from those of men counterparts?
4. What factors do women senior administrators perceive as limiting or enhancing their advancement?
5. What recommendations do women senior administrators suggest to improve women's representation in the NCCCS senior administrative ranks?

Delimitations of the Study

The study was limited because it included only women senior administrators (presidents, vice presidents and deans) in the NCCCS. As a result, findings may not apply to other administrative levels. Also, no men administrators were interviewed and real keys to advancement may not be ascertained since men tend to control access to senior administrative functions.

Another limitation is that interview data may not have represented open and honest views because respondents may have feared retribution from superiors for giving confidential information. Views may have been masked or represented only partial answers. Further, the women may have felt that a male inquirer's motives in undertaking such a study were suspect, or that a man could not have the same understanding of their problems as another woman. Being sensitive to differences between male and female language was required since the inquirer was male. As a result, triangulation was used to verify data. The findings do reflect literature discussions of this subject. For this reason, the inquirer believes results of the inquiry are valid and no changes would be needed if this study was replicated. Results of the study do not answer questions related to theoretical models of female and male leadership qualities.

Finally, respondents were selected from the western, piedmont and eastern regions of the state. Attempts were made to select respondents equally from the three senior administrative levels of president, vice president and dean. Where this was not possible, the predominant senior administrative category in each region was used.

Significance of the Study

The study of women senior administrators is significant in three ways. First, the NCCCS may obtain valuable information from this study on the success of the Plan as it applies to women administrators, thus allowing for more effective use of women senior administrators (Jones, 1983). The Plan emphasizes a need for progress in promoting minorities and female faculty and administrators (Dees & McKay, 1991). If this study finds women senior administrators and minorities are not advancing, the Plan should be modified.

Second, entry level women interested in gaining administrative jobs may be encouraged to seek these positions as they observe increased opportunities if the NCCCs chooses to correct perceived inequities expressed by women senior administrators (Sarantos, 1988). Further, women senior administrators may provide valuable advice to entry level women administrators as they seek to acquire higher level positions. The study may provide data encouraging more women to seek administrative positions in North Carolina community colleges.

Third, women in lower administrative positions may gain valuable information from women in higher administrative positions based on their recommendations to correct perceived gender inequities in senior administrative positions. Women in lower administrative positions may be allowed to develop successful advancement strategies of their own. Women senior administrators may also become role models or mentors for women in lower administrative positions. The study will identify inequities perceived by respondents.

Methodology

A sample of 15 women who had recently or were currently serving as senior administrators in the NCCCS was selected from a list of women senior administrators obtained from the NCCCS. Demographic data were obtained from the NCCCS, which provided information about gender distribution in the three senior administrative levels and compared women's salaries with those of men in similar positions.

Personal interviews were conducted and respondents were asked a series of questions relating to the five research questions. Answers were tabulated and reported using appropriate protocol for analyzing qualitative results.

Summary

Women continue to experience inequality of advancement opportunities and income at senior administrative levels in colleges, universities and community colleges nationally and in the NCCCS. Most of the available literature focuses on gender inequity in colleges and universities nationally, but there is little data available on North Carolina community colleges.

This study is concerned with problems women senior administrators faced within the NCCCS. Qualitative research was used as the method of assessing the extent of this problem in North Carolina.

Chapter 2 of the study provides an overview of the literature concerning problems women face in trying to obtain equity with men in higher education administration. Chapter 3 discusses the methodology used in accumulating and analyzing data acquired from within the NCCCS and Chapter 4 describes the results of interviews conducted. Demographic data related to salaries and the number of women in various senior administrative positions are presented in appendices. Chapter 5 describes conclusions reached offers recommendations for further research.

Chapter 2

Review of the Literature

This chapter focuses on factors limiting or enhancing women's access to advancement opportunities nationally and in North Carolina. Factors of a general nature as they relate to women seeking opportunities in all areas of the business world are discussed first. Specific factors that relate to women seeking advancement opportunities in educational administration are discussed next. Most theories and research used as standards for evaluating qualifications of women seeking senior administrative positions are based on male characteristics. As a result, women must meet higher standards than men in order to successfully compete for senior level positions.

In her book entitled Beyond the Double Bind: Women and Leadership (1995), Kathleen Hall Jamieson describes the dilemma in which most women find themselves as they attempt to fit within the framework of society's expectations and perceptions of their roles and abilities. She quotes former First Lady Rosalyn Carter as saying in her autobiography, "so I might as well be criticized for something I wanted to do. If I had spent all day 'pouring tea,' I would have been criticized for that too" (Jamieson, 1995, p. 4). Nancy Reagan had similar experiences as well (Jamieson, 1995). Other women find themselves in dilemmas that create traps when they attempt to move from the role of housewife and mother into the business arena which has traditionally been considered a man's world. Women's options are considerably less because of these traps that have been created by our society. Rosabeth Moss Kantor calls these traps "self-defeating traps" (Jamieson, 1995). According to Jamieson, Joseph Heller terms them "Catch-22s", and Nancy Nichols of the Harvard Business Review stated:

> This double yardstick of gender appropriateness and managerial effectiveness often leaves women in an unbreakable, untenable double bind. Women who attempt to fit themselves into a managerial role by acting like men...are forced to behave in a sexually dissonant way. They risk being characterized as "too aggressive" or worse, just plain "bitchy". Yet women who act like ladies, speaking indirectly and showing concern for others, risk being seen as "ineffective". (Jamieson, 1995, p.5)

Even though traps or "double binds" still exist, women are making advances in achieving equity with men in the work force today. Results are varied, however.

As a result of Title IX of the Education Amendments of 1972, the 1974 Women's Educational Equity Act and the 1979 ruling by the Supreme Court allowing individuals to file private law suits against institutions over enforcement of the law, women made gains in a variety of positions, despite a narrowing of the Title IX mandate in 1984.

Theory and research in educational administration

Most research done in the area of educational administration has been based on the experience of men which has then been generalized to women's experience. Few if any differences between women and men were found regarding their relative success in educationaal administration. As a result, theoretical models were developed assuming equal gender impact. Shakeshaft quotes Jessie Bernard:

> Knowledge has been overwhelmingly male in subject matter, in assumptions, in methods, in interpretations;...a disproportionate share of human knowledge in all the disciplines has dealt with a world viewed through a male prism;...not only equity but also the human legacy calls for a correction of this situation in order that the lacunae be filled and distortions corrected.(1987, p. 14)

Scholars and educational administrators became aware that organizational theory did not explain what really happened in educational experiences. Most research in corporate and military sectors is based on men and does not explain adequately what happens in the environment of educational administration. Educational experience involves concepts centered around human behavior in terms of social, organizational, psychological and economic conditions. Further, researchers found that male-based theories were not applicable to female experiences and were not adequate for explaining female behavior. Researchers in the social science disciplines have begun to question the validity of constructs based on male-based research (Shakeshaft, 1987).

From all textbooks concerned with gender influence on work experience, five theories are cited most often in educational administration literature. All theories are based on men's experiences exclusively and tend to disregard differences between women and men's management styles. The first example of male theory is Jacob Getzels and Egon Guba's Social Systems Model (1955) which centers around occupational roles of men and the role conflicts they encounter in job situations. Their work is based on that of Talcott Parsons (1951) and defines social behavior as organizational and occupational behavior. Family behavior is not addressed at all. Parsons did not consider women's behavior as occupational but rather related their occupation as limited to keepers of a "private realm" (Shakeshaft, 1987).

A second example of male only theory is that of John Hemphill and Alvin Coon. They were forerunners in the development of the Leader Behavior Description Questionnaire or LBDQ (1957) which is an important research instrument for students of educational leadership. The Ohio State Leadership Studies questionnaire, as it was originally called, was developed as a result of "dissatisfaction with human trait theories of leadership" (Shakeshaft, 1987, p. 153). It emphasizes measurement and examines leadership performance and behavior of those designated as leaders by a specific criterion. Attempts were made to answer two questions: "What does an individual do while he operates as a leader?" and "How does he go about what he does?" (Shakeshaft, 1987, p. 153). Shakeshaft feels that a more basic question of "What is leadership?" (p. 154) should be the focus of questions concerning leadership. Again, the work is male based and focuses on a narrow leadership segment of top corporate, academic or military leaders. No distinction is made between management and leadership (Shakeshaft, 1987).

A third theory is that of Andrew Halpin, who developed the Organizational Climate Description Questionnaire which is also based on male leadership characteristics. A fourth theory or concept that is found in educational administration text books is Fred Fiedler's Theory of Leadership Effectiveness (1967). In this theory, Fiedler defines leadership as "an interpersonal relation in which power and influence are unevenly distributed so that one person is able to direct and control the actions and behaviors of others to a greater extent than they direct and control his" (Shakeshaft, 1987, p. 154). The statement does not specify gender, but it does reflect masculine traits or characteristics. Such a statement does not take into account the difference between masculine and feminine leadership styles. Although some women participated in Fiedler's research, he disregarded gender differences of leadership. In 1961, Kohn and Fiedler did recognize a difference between women and men when they stated "Females perceived significant persons in their environment in a less differentiated and in a more favorable manner than did males" (Shakeshaft, 1987, p. 155).

The fifth theory given as an example of a failure to consider differences between the leadership of women and men is that of Abraham Maslow's theory of motivation and self-actualization. According to Shakeshaft (1987):

> The effect of his [Maslow's] conceptualization of the levels of needs that motivate people lead women to believe that their self-actualization is prescribed by sex-role fulfillment or sex-role denial; it leads men to devalue the experiences of hearth and home; and it denies both sexes participation in the full range of human expressions. Of particular note are the affiliation, self-esteem, and self-actualization needs of Maslow's hierarchy. Whereas some females embrace this value system as well, one must question its applicability to the female experience. The female socialization process has placed tremendous emphasis on the love, affection, and belongingness needs. (p. 156)

Although these theories are indirectly related to this study, they provide background information that will help explain some of the problems and frustrations felt by women senior administrators in the NCCCS. With the exception of salary levels, women administrators in the NCCCS expressed the highest level of job dissatisfaction with their inability to effect change, the lack of influence or authority they had, and the climate for women where they worked (Gillet-Karam, Smith, & Simpson, 1997). These factors appear to be related to male-based theories which are used to evaluate administrative competence while ignoring differences between female and male administrators.

Pay equity

Employers have used the woman's place in the family to justify her lower wages. In the past, most employers assumed that working women lived in families where a man was the primary financial support person and therefore the woman did not need a living wage. That mentality still exists primarily in rural areas, but attitudes are slowly changing (Jamieson, 1995).

At the turn of the century, a feeling prevailed that wages paid to women would be taken from men. It was believed that a fixed amount of money was available for wages and that any amount payed women would come from male heads of households supporting the women and children. For example, Samuel Gompers told the American Federation of Labor that:

> In industries where the wives and children toil, the man is often idle because he has been supplanted, or because the aggregate wages of the family are no higher than the wages of the adult man-the husband and father of the family. The assumption that women's gains

> are men's losses underlies much of the opposition to equality. (Jamieson, 1995, p.111)

Ruth Bader Ginsburg was instrumental in changing the idea that equality not only did not take money from men, but that both men and women actually gained when they were treated equally under the law. Ginsburg helped change anti -ERA, anti-equal pay arguments against equity for women and showed that men would actually gain without women losing pay equity (Jamieson, 1995).

But even though the Equal Pay Amendment has been in force for over 25 years, women are still not being paid an equal wage to that of men. Generally, when the percentage of women in a field is higher than the percentage of men, women will receive lower pay than men. For example, in 1980 women earned 64 cents for every dollar earned by men, and by 1990 women's earnings had increased to 72 cents (Jamieson, 1995). This issue will be discussed in detail later.

Career problems

Women executives face problems of juggling careers and being homemakers that men usually do not have. The term "juggling" implies that women are still the primary care-givers when it comes to rearing children. Although men are performing more household duties, they are still only covering about 20% of the daily chores. Women are expected to spend two-thirds of their time taking care of children even though they may have as many business responsibilities as their husbands. Since women are considered to be the primary care-givers, they usually are denied promotions for that reason (Jamieson, 1995).

Sequencing is a method used by many women to solve the problem of coordinating family and business careers. This technique is not new and has been utilized by women such as Elizabeth Cady Stanton and was endorsed by Eleanor Roosevelt. Sequencing involves withdrawing from the work force (or deferring entry to the work force) to bear and raise children. Although sequencing of education, family and work into a harmonious blend may seem ideal, a woman is usually 30 years old or older before she moves into the work environment. Today, since higher education degrees are prerequisites for career advancement, women must first obtain a formal education before they can enter the work force, thus limiting the number of work years needed to develop experience required for advancement. Further, a woman's peak reproductive years coincide with the period during which she should be establishing her career credentials. Some women may choose the alternative to sequencing which is to not marry or have children (Jamieson, 1995).

Differences in language between women and men

Much has been written about the manner of speech used by women in the past. Women in the 17th century charged with scolding, nagging, or "brabling (sic)" were bound to a dunking stool which was then lowered into a body of water

(Jamieson, 1995). The woman could then choose between drowning or silence. If she repented and promised to control her speech, she was released. The practice of publicly gagging women which originated in the middle-ages was used in 17th century Boston to punish women accused of disruptive speech (Jamieson, 1995).

Today, women are still having more difficulty than men when talking in public and gaining acceptance of their ideas. Women are less likely than men to discuss controversial issues because they are afraid of being labeled aggressive, and when in positions of authority, tend to moderate their speech in order to avoid conflict (Jamieson, 1995).

Some psychologists feel that girls identify with their mothers more than boys and as a result develop a greater capacity for nurturance and empathy. Conversely, since boys are exposed to competitive and physical activities, their speech and actions are more combative. "Lecturing, arguing, pivoting on claims from reason or logic, and demanding or providing evidence are more typically male than female behaviors. Consistent with these findings, women use less hostile verbs than men" (Jamieson, 1995, p.94). Some theorists believe that men tend to see language as a means of accomplishing goals whereas women use it to express internal feelings. Men usually focus on accomplishing tasks while women prefer to maintain harmony and well-being within groups. Further, women have greater skills at interpreting non-verbal language. Scholars have assumed that the speech of men focuses on action and mastery of their surroundings and women are concerned with creating harmony and cooperation (Jamieson, 1995, Shakeshaft, 1987).

Because women and men use language ideas in different ways, women may be perceived as having inferior communication skills when being considered for senior administration positions. Boards of trustees may feel that male language is more forceful and therefore indicative of a higher competence level. The "good ole boy" network is found within North Carolina boards and these men tend to hire male administrators who have their own male characteristics.

Competence issues

Social scientific studies indicate that in most business categories men are assumed to be more competent than women. An example is the 1990 gubernatorial campaign of Dianne Feinstein in which her credibility as a leader had to be confirmed repeatedly, even though she was the mayor of San Francisco. Her opponent, Pete Wilson was not questioned about his abilities (Jamieson, 1995).

Such occurrences are not unique, and other studies have supported the assessment of the social scientists. A 1968 experiment asked women and men to evaluate different essays according to their intelligence, persuasiveness and style. Author names were given as Joan McKay, John T. McKay, and

J.T. McKay. Even though the essays were identical, the woman's essays were consistently rated lower than the others. The study was replicated in 1985 with similar results (Jamieson, 1995).

Certain characteristics are evaluated differently for women and men. For example, assertiveness is valued in men but not in women. Similar cues such as poor eye contact and pauses when speaking are interpreted differently in women and men. When women use qualifiers in their conversations, they are not considered to be as credible as men. Men should be tough and aggressive whereas tough women are threatening, and women are supposed to be compliant and deferential rather than aggressive (Jamieson, 1995, Shakeshaft, 1987).

Low expectations of women's credibility can be an advantage. During the 1990 New Jersey senatorial debates between Senator Bill Bradley and Christine Todd Whitman, Bradley tried to capitalize on perceived gender weaknesses by asking Whitman a complicated, technical question about budgeting for a specific bomber. Whitman's response was forceful, precise and knowledgeable, which increased her audience approval to a greater level than it would have been had she been a man. Her response broke stereotypical perceptions about women not being as competent as men in technical areas (Jamieson, 1995).

Women are considered to be less qualified to serve as administrators in technically oriented areas in the NCCCS.

For example, in 1996 there were no women serving as administrators or managers in vocational programs or college facilities, and only 15% of computer center administrators were women (Gillet-Karam et al., 1997).

Factors affecting advancement in higher education nationally

This section discusses problems women face when they attempt to gain access to administrative positions in two and four-year educational institutions nationally. Women often experience discrimination when they attempt to attain the three senior administrative positions of president, vice president, or dean. For example, discrimination may be present when women are deliberately not chosen for higher administrative positions because of their gender or when their salary has been established at a lower level than that of a man in a similar position.

Further, women are less likely than men to have support systems that provide access to advanced opportunities (Sandler, 1993). Although most women have families that support their advancement efforts, they need support from those in positions to advise them about available advancement opportunities and to offer assistance to them as they attempt to obtain higher administrative positions (Sandler, 1993).

Women realize that graduate degrees are needed in order to acquire higher level administrative positions. As a result, greater numbers of women are seeking Ph.D. degrees (Touchton & Davis, 1991).

Within the NCCCS, women have only one third as many doctoral degrees as men but have twice as many baccalaureate degrees as men. Women in the NCCCS cite a number of problems with being able to obtain a doctoral degree, including family commentments, long travel distances to doctoral granting institutions and few opportunities to take time off from jobs (Gillet-Karam et al., 1997).

The last section of this chapter considers the status of women senior administrators in the NCCCS where advancement by women administrators has been slow and women have not experienced equal opportunities with men in attaining the three highest administrative levels of president, vice president and dean. Additionally, they do not receive equal pay once they have achieved senior administrative positions.

Women Administrators in Four-Year Institutions Nationally

Most advances made by women in gaining access to higher level college administrative positions have occurred in the so-called traditional women's fields such as student services, nursing or women's studies (Julian, 1992). For example, in 1987, although only 27% of deans in all academic areas were women, 97% of the deans of nursing and 77% of the deans of home economics were women. Women also occupy the majority of leadership positions in such areas as affirmative action (59%), payroll managers (71%), and student placement (53%) (Touchton & Davis, 1991).

Women administrators are making gains in areas traditionally dominated by men. By the fall of 1995, the percentage of women engineering deans had doubled. Women constituted only 5% of all engineering faculty members, and of that percentage, 54% were at the assistant professor level (Cage, 1995).

Mathematics is an area that has had few female faculty members. Of the top ten research universities in the United States, there were only five tenured female professors at the time of a report released by the Wellesley College Center for Research on Women (Notebook, 1994).

Women have made significant inroads in some professions dominated by men such as law and medicine. Between the mid -1960s and 1990, the percentage of women in the legal profession increased from 5% to 25% of the total number of attorneys and from 10% to 20% of the total number of medical doctors. However, women continue to experience discrimination in American law schools even though they constitute a large proportion of the student population. The American Bar Association reported that women are encountering barriers that prevent their full participation in law schools (Carelli, 1996). The largest increase of women in professions dominated by men was as college faculty members. The percentage of women college professors increased from 20% in the mid-1960s to 30% in 1990 (Lomperis, 1990).

In Florida state universities, women have experienced barriers that inhibit their ability to advance in their careers. For example, 87% of the respondents in one study indicated they were excluded from the network that existed in their job environments. The same percentage believed they worked much harder than men, while almost 75% agreed that it was difficult to be recognized for their accomplishments (Capozzoli, 1989).

Men especially predominate at the presidential level in higher education. In a 1985 national sample of over 1,500 college administrators, women held only 3.2% of the presidential positions, 9.5% of campus executive positions, 15.9% of the chief academic officer positions, and 29.6% of continuing education director positions (Julian, 1992). By 1988 women held about 10% of the presidential and 35% of other administrative positions even though 54% of the student enrollment was female (Julian, 1992). In 1992, there was a 22% increase of women CEOs in both private and public colleges and universities from 1984. In 1975, there were 16 women CEOs in public institutions and by 1992, 164 women were CEOs in public institutions (Jamieson, 1995). There were 3,601 public and private 2 and 4-year colleges and universities in 1993 ("The Nation," 1993).

Percentages of women presidents varied slightly in 1995 when all colleges were grouped together. For example, women comprised 16% of all U.S. college presidents. Of all women presidents, 60% were in four-year colleges and universities and 40% were in two-year institutions.

Most women college presidents (52%) serve independent colleges and universities (Touchton & Ingram, 1995).

Institutional size appears to be a factor in how successful women are in attaining presidential positions in higher education. The highest percentage of women presidents was found in small institutions having an FTE enrollment of under 3,000 students. Twenty-two percent of the women presidents in 1995 were in medium-sized institutions with FTE student enrollments of 3,000 to 10,000 students. The lowest percentage of women presidents was found in large institutions with FTE enrollments of over 10,000 (Touchton & Ingram, 1995).

Women Administrators in Community Colleges Nationally

Concurrent with women's gains in four-year colleges and universities, increasing numbers of women have been entering administrative positions in community colleges, but relatively few have attained the levels of dean, vice president or president. That trend continues today. Most studies conducted at the national level identify problems women face in achieving parity with men within community colleges, but studies comparing administrators by gender from different states are difficult to conduct because community colleges vary in size, geographic location, and organizational structure (Grey, 1988). Community college systems in Texas and California are used as examples.

A study conducted in 1991 within the 60 public community colleges in Texas found that there were only four women presidents. Two years earlier, a report noted that women comprised a majority of enrollments in Texas community colleges (57%). At the same time, 43% of the full-time faculty were women, but only 30% were tenured. Full-time tenure track women faculty accounted for only 16% of the total percentage of women faculty. Women executive, administrative and managerial staff in Texas community colleges accounted for 35% of the total positions in 1989, an increase of 6% from 1983 (Report of the Council, 1991).

In 1983, 15% of full-time women faculty members in the Texas community college system who were employed on 9 or 10 month contracts earned more than $30,000 per year compared with 25% of full-time male faculty who earned similar salaries. By 1989, 33% of women and 34% of men who were full-time faculty members earned more than $30,000 per year (Report of the Council, 1991).

Women experienced gender discrimination in other ways within the Texas higher education system. For example, barriers to advancement of women were evident in the areas of faculty promotion, tenure, administrative promotion and salary inequities. Women faculty were subject to increased teaching loads, difficulty in obtaining teaching and research resources, assignment of heavier advising loads, and lack of support policies.

Women college administrators are often passed over for promotion opportunities because they are not judged "ready" for higher positions. Further, women who serve in "assistant" or "acting" positions are often replaced by men when permanent positions become available (Report of the Council, 1991).

In the area of advancement opportunities, women continue to experience discrimination. In 1989, fewer than 10% of full professors teaching in Texas higher education institutions were women, and from a total of 41 universities in that state, there were only three women presidents. Nor were women successful in becoming presidents at the five Texas state technical colleges. In 1986, 12% of the full professors in all higher education institutions nationally were women. By 1989, women accounted for 31% of the total executive, administrative and managerial positions in senior institutions (Report of the Council, 1991).

Another example of problems women face in achieving parity with men is found within a series of studies conducted in California's community colleges during 1972, 1981 and 1992. The California college system employed approximately 48,394 full-time equivalent employees in 1991. The study of women administrators in the 107 colleges of the California community college system included the distribution of women within the levels of president, vice president, and dean. Although there were 202 more women in these positions in 1992 than in 1972 (an increase of 25%), the number of women within each of the three levels remained approximately the same. Most of the women administrators were in dean's positions rather than those of president or vice president (Faulconer, 1995). In the 1972 study when there were 93 community colleges, only 25 women were in the three highest administrative levels. By 1981, the number of women administrators had increased to 97, which was 13% of all managers. When the 1992 study was completed, there were almost 10 times as many top level women administrators as there were in 1972, but the number of community colleges had increased to 107 (Faulconer, 1995).

In the 1981 study, 71% of the respondents reported some form of discrimination, including a failure of men administrators to share information with women counterparts, lack of consulting with women administrators, stereotyping all women in a single category, use of different job titles for women and men administrators, and the use of a "good old boy" network to make decisions (Capozzoli, 1989).

When asked to give reasons for being satisfied or dissatisfied with their jobs, women administrators in the California studies used terms such as challenge, change, growth, and opportunities to use the full range of their abilities as positive factors. When asked if they would choose again careers in community college administration, 79% of the administrators said they would (Faulconer, 1995).

Women administrators gave a number of factors that are least enjoyable in their jobs. Most often mentioned were people or personnel problems, employee discipline, dealing with dissatisfied faculty, and resolving conflicts, complaints, and termination. Budget responsibilities were also mentioned as being less enjoyable (Faulconer, 1995).

Characteristics needed to insure administrative success that were given in the California studies included good communication skills, listening skills, flexibility, sense of humor, and interpersonal skills. Interpersonal skills were felt to be most important when interacting with subordinates (Faulconer, 1995).

Men administrators may not be the only gender discriminating against women staff members. In one case, Vassar was found guilty by a federal judge for discriminating against a woman professor by not offering her tenure partially because she was married and a mother. The judge said: "The court finds that Vassar, despite its protest that it advances the cause of women...has consistently shown prejudice toward its married female faculty in the hard sciences" (Magner, 1994, May 25, p. A17). The decision is unusual because it employed a legal doctrine known as the "sex plus" doctrine which states that it is illegal to discriminate against someone on the basis of characteristics related to gender, such as marital status, which constitutes sex discrimination (Magner, 1994, May 25).

In the 1981 and 1992 California studies, 71% and 69% of the respondents reported experiencing some form of sex discrimination, whereas the 1972 study reported that 68% of respondents had not experienced sex discrimination. There was no explanation of the difference. Discrimination ranged from lower job level assignments such as having to plan retirement parties or luncheons, prejudice against hiring women, withholding needed information from women administrators, and being ignored. Sexual harassment was experienced by 35% of the California women administrators while 63% said they had not experienced sexual harassment. Sixty-nine percent reported they had experienced sexual jokes, which was the most frequently reported kind of sexual harassment. Only 11% of the respondents indicated that their careers had been adversely affected. Most of those experiencing sexual harassment encountered some form of harassment on an annual basis during in their careers. Physical attractiveness was given as the suspected reason for the harassment (Faulconer, 1995).

The 1992 California study indicates that women administrators have been in their present positions an average of 3.6 years and although these administrators have more experience in administration than their predecessors of 1982, they have less experience than women administrators had in 1972. Women administrators in this study reported an average age of 50, which is between the average age of 47 in 1981 and 52 in 1972. Most women administrators tend to be married or remarried (51.4% and 12.2%), and most have children (66%). Interestingly, most women administrators in the study are likely to be the first-born or only child in her family (53%) (Faulconer, 1995).

The California studies indicate that women have made significant gains in the California community college system over the past 20 years. Most increases in administrative positions held have occurred at the presidential level where figures ranged from a low of 26 in 1972 to 208 in 1992. The number of women vice presidents decreased during the same period, while the number of women deans remained essentially the same. In 1972, 4% of all administrators were women and in 1981 that percentage had increased to 13%. By 1992, 29% of the total senior level administrators were women. Women in general remain concentrated at the lower levels of administration within the California community college system (Faulconer, 1995).

Gender Equity

While statistics indicate that women are making gains in obtaining equity with men and that the "chilly climate" described by Bernice Sandler (1993) is warming up, they may not provide a realistic picture of advancement by women. For example, the general category of "women" implies a homogeneous group. Such generalizations do not consider race, age, ethnicity, or socio-economic class (Bernstein & Cock, 1994). When considering women as a diverse population rather than a homogeneous group, gains in position, income, and status are not so evident.

When considering gains made by women as a whole, minority women holding low paid positions are rarely included. College administrations and campus feminists rarely give attention to wage earners on campuses. For example, administrators are usually reluctant to increase wages or provide child care for minority wage earners (Bernstein & Cock, 1994).

Factors Affecting Likelihood of Women Entering Administrative Positions

Leadership qualities of administrators have been discussed in many publications, but most writings on leadership are centered around male characteristics and do not consider differences between females and males (Shakeshaft, 1987). Leadership styles of women administrators are usually compared to those of men since men have traditionally held the majority of administrative positions. Some studies have been conducted that focus only on leadership characteristics of women.

According to Shakeshaft (1987), some of the studies concluding that women are better suited as school administrators than men may be flawed because researchers have not compared similar groups and that "the two populations may not be similar at all, with gender being the least important variable for accounting for differences" (Shakeshaft, 1987, p.169).

> If one looks at the literature on the experiences of men in administration versus the literature on the experiences of women in administration, one might easily conclude that the two work at different

> occupations in dissimilar settings. Not only are women's day-to-day interactions different from men's, women's styles of administration offer contrast -sometimes subtly, sometimes dramatically-to the ways men manage schools. (Shakeshaft, 1987, p.166)

References to school management were synthesized from sources that included all educational levels and settings (Shakeshaft, 1987). Studies concluding that there are no differences between administrative styles of women and men are usually based on men's behavior rather than women's behavior. Shakeshaft (1987) stated: "...all people must know the world of white males because it is the dominant perspective in society today" (p. 167). Because researchers have not investigated differences between women and men, they have assumed there are no differences. Even when women surpassed men in specific areas studied, differences were not made a part of the conclusions (Shakeshaft, 1987).

Studies indicate that women and men use different language in communicating with others. "In verbal communication, women have been found to use correct speech forms more often than men" (Shakeshaft, 1987, p.180), and women tend to use "polite" language more often than men. For example, when comparing speech characteristics, women will use gentle language in situations while men tend to use dominating speech. Women tend to smile when talking with others whereas men are more likely to interrupt the conversation of others.

When contrasting decision-making styles of women and men, it has been found that women are more democratic than men and are more likely to solicit information from subordinates and involve others in making decisions. Women tend to downplay their more powerful position in order to encourage participation of subordinates in the decision-making process (Shakeshaft, 1987).

Women also approach conflict resolution differently than men. Men tend to use an authoritarian approach in resolving conflicts more often than women, who will employ conflict reduction by depending on collaborative techniques. Women administrators tend to view conflict as a negative circumstance and will try to promote harmony (Shakeshaft, 1987).

The issue of biological differences between men and women was used in the 19th century to show that women were mentally and physically inferior to men, and even today some are saying that gender inequality is inherent in human genes (Bem, 1994). Others are studying biological differences between males and females in an attempt to emphasize how differences affect job performance.

Today, demands for equality are being based not on similarities between men and women, but on differences between the two (Bem, 1994). Arguments for equality based on gender difference demand that society adopt new and different social policies and practices (Bem, 1994). Others are capitalizing on gender differences by arguing that women have a decided advantage over men in job positions requiring nurturing and verbal skills.

Some recent literature states that feminist attributes such as collaboration, caring, courage, vision and intuition can add important dimensions to men's traditional leadership styles (Regan & Brooks, 1995). Relational leadership is a new model of leadership which calls for the inclusion of feminist attributes into men's leadership styles. By combining these attributes into traditional leadership styles, administrative practice can become relational with others rather than just exerting control over others (Regan & Brooks, 1995).

Negative images of male leadership are reported by some researchers. Images may include words such as inequality, oppression, contradictions, and invisibility (Dunlap & Schmuck, 1995). Women administrators are faced with these images when they try to gain entry into college administration or when they attempt to advance within the ranks of higher education administration (Dunlap & Schmuck, 1995).

While biological differences between females and males are well known, arguments can be made that in today's technologically advanced society, those differences have little effect on the ability of women to accomplish any task they wish to undertake (Bem, 1994). Another perceived factor limiting chances of women to achieve equality is that they are different from men in a world that is based on male centered or "androcentric" standards, where policies and practices are organized around male experiences which fit men better than women (Bem, 1994). A solution is to not focus on female or male differences when evaluating an individual's leadership abilities.

Increases in Earned Ph.D.s by Women

Women seeking positions in higher education administration realize that graduate degrees are needed in order to advance. Since a doctoral degree is typically considered a requirement for becoming a college president or vice president, women who aspire to these positions are earning doctorates in increasing numbers. For example, the percentage of women earning Ph.D. degrees increased from 19% of all doctorates awarded in 1973 to almost 44% of all doctorates awarded to U.S. citizens in 1994 (Bernstein & Cock, 1994). In 1983, women earned 10,533 Ph.D. degrees of the 31,300 total U.S. university doctoral degrees awarded in all fields at that time. In 1993, women earned 15,108 Ph.D's, up from 14,420 earned doctorates in 1992 (Leatherman, 1994).

Women administrators in community colleges have made dramatic gains in the percentage with earned doctorates. The three California studies show that in 1972, only 25% of women presidents had doctorates, and by 1981 the percentage had increased to 30%. The largest gains were made between between 1981 and 1995; by 1995 72% of women community college presidents had earned doctoral degrees

(Faulconer, 1995).

Two decades of affirmative action have not resulted in similar gains by minorities (Bernstein & Cock, 1994). In 1981, white women received approximately 30% of all doctorates earned while African-American women received 2%. By 1991, white women received approximately 39% of earned doctorates and African-American women still received 2% (Bernstein & Cock, 1994).

In 1993, the median age of women earning doctorates was 36 while the median age for men was 33. The median length of time taken to complete doctoral work was about twelve years for women and ten years for men (Leatherman, 1994). These data are consistent with findings that women usually defer their education in order to raise families.

Tenure

Studies indicate that women have not made equitable tenure gains with men. Nationally, in 1985, only 46% of full-time women faculty members were tenured compared to 66% of men who were full-time faculty members. However, the greatest disparities existed in Delaware, where only 28% of women faculty were tenured compared with 61% of men faculty members. Thirty-five percent of women faculty were tenured in Montana compared to 68% of men faculty members. Only nine states (Alabama, California, Connecticut, Florida, Illinois, New Jersey, Oregon, Rhode Island and Washington) reported that a majority of women faculty have tenure. The majority of male faculty members have tenure in every state except Alaska, Mississippi and North Carolina (Touchton & Davis, 1991). The NCCCS does not have tenure for its faculty or staff.

Leadership Styles of Community College Presidents (CEOs)

Although more studies are focusing on women administrators, few studies have compared differences between men and women community college presidents (Roueche, Baker, & Rose, 1989). One study examines CEOs (chief executive officers or presidents) that exhibit transformational leadership qualities. From a population of 296 community college presidents having transformational leadership qualities, 50 presidents from 30 states were selected to participate in the study. Of that number, 21 female and 21 male presidents answered questionnaires designed to identify differing gender leadership qualities. Both women and men presidents were chosen because of their transformational leadership qualities.

Transformational leadership qualities are defined as "the ability of the community college CEO to influence the values, attitudes, beliefs, and behaviors of others by working with and through them in order to accomplish the college's mission and purpose" (Roueche et al., 1989, P. 11). In the study, leadership is related to influencing behavior, and management is related to integrating skills with technology. The CEO must have both qualities, but leadership is more important than management ability.

The study concluded that although there are some differences between women and men serving as community college presidents, such differences are not critical to effective leadership (Roueche et al., 1989).

A number of researchers have criticized male-centered thinking when describing differences between women and men leaders. Among the critical researchers are Gilligan, Kanter, and Shakeshaft. For example, Gilligan objected to Kohlberg's single-track conception of human and moral development. According to Roueche et al. (1989), Gilligan felt that problems arise when the same criteria for moral maturation are applied to women and men:

> In her empirical studies of women, she observed that women also are characterized by levels and stages of progress of moral maturation, including the following six stages of development: Personal survival, recognition of the selfishness of caring only for self, taking responsibility for personal actions, conformity with and self-sacrifice for others, goodness, concern for truth (dissipation of tension between self and others), and finally interdependence of care for self and others. These stages focus on the ethic of care, rather than on Kohlberg's ultimate stage, the ethic of justice-rights. (p. 238)

Gilligan also found that women CEOs demonstrated strong leadership characteristics in all areas of leadership behavior and generally matched those of men. Women exhibited stronger patterns of transformational leader attributes of vision, influence orientation, people orientation and values orientation (Roueche et al., 1989).

Women community college presidents were more willing to take risks than men in bringing about change in their college environment, but both groups had similar attributes when questioned about conceptualizing or shaping the future of their college, for example. In comparing women and men CEOs as to their influence over others, the study revealed that women presidents were much more likely to act collaboratively with their presidential cabinets and staff members than men. Men presidents scored higher than women however, on taking positive action when needed. In the area of people orientation, women demonstrated a higher degree of caring and respect for others than men (Roueche et al., 1989).

Finally, when comparing values orientation of women and men community college presidents, women CEOs scored higher than men in the areas of valuing integrity and in their willingness to establish open and trusting relationships with those under them. Conversely, men presidents scored slightly higher in valuing consistency.

Summarizing the findings of the transformational leadership study, women community college presidents excelled in possessing a vision for learning and being more people oriented, while men community college presidents slightly excelled in the area of motivation orientation.

The authors of this study concluded that the differences between women and men CEO leadership characteristics were not critical to effective leadership (Roueche et al., 1989).

Support for Women Administrators

Factors that women (and men administrators) perceive as being influential in advancing their careers have been identified as work-related and involve self-direction and achievement. Jones (1983) mentions support of family and colleagues as being important to advancement while Julian (1992) emphasizes the need of support from a spouse.

Networking and job contacts are important, especially for women below the age of 45 who want to advance to higher administrative levels. Capozzoli (1989) reinforces the need to network and adds that women administrators should also develop interpersonal, communication, listening, and decision-making skills. She adds that women need to be more self-confident and be fair and objective when dealing with others. An additional recommendation for surviving in or when changing administrative positions includes development of a clear understanding of the institution's mission. Also, understanding budgeting and fiscal policy is most important (Capozzoli, 1989). While having a positive attitude about oneself and possessing good communications skills are important to advancement, possession of good interpersonal skills is believed to be the most important attribute of all since a significant part of administration involves interacting with other people. Feminine approaches are emphasized by some studies as being important to solving problems in situations involving interpersonal skills (Grimsley, 1980; Sarantos, 1988). Although most women build their careers based primarily on their experience at one college, it is important to be in the right place at the time opportunities present themselves (Capozzoli, 1989).

Capozzoli (1989) also reports that mentors are important to the advancement of women in educational administration. Studies of women administrators have shown that mentors facilitate the advancement process. Others dispute this assertion (Sandler, 1993).

Mentoring can be described as a mutual agreement between two people that is either implied or explicitly understood. The relationship must have some value for both parties and may be simply an interest in advancing the understudy's career. The mentor as a rule has the most experience of the two persons involved. Although there is a difference of opinion over the value of mentoring as it relates to the understudy's advancement opportunities, some believe that a mentor is essential to advancement. Others suggest that mentoring is not as valuable as some literature implies (Sandler, 1993).

Even if role models are often women, most mentors are male, possibly because they are found more frequently in positions of authority. Some myths concerning mentoring have been reported by Bernice R. Sandler (1993), senior associate with the Center for Women Policy Studies. Among the myths listed, several stand out. For example, the premise that mentoring can assure success and is always beneficial may not be true. Fewer than 25% of professionals have had strong, intense relationships commonly associated with mentoring, and it is difficult to assess what role mentoring actually plays in achieving professional success. Social networking may be as useful in providing support, direction and opportunity as mentoring relationships (Sandler, 1993).

Some disadvantages of mentoring need to be considered. The intense relationship mentoring creates may isolate the one being mentored from other valuable sources of help. Further, mentors may be expected to provide emotional support, information, evaluation and coaching beyond their capabilities, thus causing an excessive burden on the mentors. Relationships may become strained as a result. Another possible negative result of a mentor relationship stems from the fact that the mentor is the one who usually determines the agenda. This practice potentially narrows the area of experiences for the one being mentored (Sandler, 1993).

That men are better mentors than women is another well-known myth. Whereas men usually are in more powerful positions, they may expect a female protege to be more compliant in following their advice. Women mentors, on the other hand, are more likely to reinforce a female protege on their choice of careers than male mentors. According to one study, male mentors may be more focused on work issues and ignore personal needs of the one being mentored. Female mentors tend to be more concerned with personal issues of the one being mentored (Sandler, 1993).

Summary

Women are often in a dilemma as they try to fit society's expectation of them with the roles of senior educational administrators. Rosabeth Moss Kantor characterizes the dilemma as "self defeating traps" (Jamieson, 1995). These expectations are often based on male characteristics and judge women on stereotyped perceptions of women as primarily family care givers rather than administrators.

Studies of educational administrators are based mainly on male CEOs or presidents located in narrowly defined fields. Female experiences and leadership styles were not considered in the five major studies that are used in college text books today.

Women's wages tend to be lower than those of male counterparts. The reasons for this disparity may include the perception that men are still considered to be the primary bread winner of their families and that by giving women higher salaries, less may be available for men. Ruth Bader Ginsberg was instrumental in helping to change this perception and showed that raising salaries of women actually enhanced men's ability to earn more. Another perception is that women are not as competent as men and may not deserve higher pay. Women are more likely than men to have to prove themselves as being competent.

Women tend to use language differently than men. They have more difficulty gaining acceptance of their ideas and use words that are not as aggressive as men. Whereas male speech is usually more combative, women use more moderate speech. Women use less hostile verbs than men.

Although the number of women senior higher education administrators is increasing, the increase is slowing and is still not at an equitable level with men. Women have made substantial administrative and faculty gains in the areas of law and medicine but tend to advance more rapidly in so called "women's fields". Women do not have as strong a support system as men, and as a result are not able to advance to higher positions as quickly as men. Despite limited advancement in "male dominated" fields, by 1995, the number of women engineering deans had increased to only 5% of the total number of deans and in 1994 there were only 5 tenured women professors located in mathematics departments. The number of women who have become presidents, vice presidents, or deans in community colleges nationally is lower than the number of men who are presidents. For example there were only four women presidents in the Texas community college system in 1991. Also, women presidents tend to make less money than men who are presidents. Reasons given for the low number of women presidents include the "good ole boy" network, stereotyping of women administrators, and using different job titles for women.

Gender discrimination results in lower salaries, higher teaching loads, fewer tenured positions, more difficulty in obtaining research resources and other support, and fewer promotional opportunities. However, women realize the necessity of having advanced degrees in order to advance, and the percentage of women seeking Ph.D. degrees increased from 19% of the total percentage in 1973 to 44% of all degrees awarded in 1994.

Chapter 3

Methodology

Statement of the Problem

Women senior administrators continue to experience many forms of discrimination within the NCCCS including lack of advancement opportunities, pay equity, equitable levels of authority, and levels of responsibility and support from the NCCCS. This chapter includes a statement of the problem, reiteration of the research questions, list of questions asked of respondents, sources of evidence, description of the interview process, description of how evidence was processed, and a summary of the study procedures and trustworthiness criteria used to insure credibility.

Research Questions

The study addressed the following research questions:

1. According to women senior administrators, what impact has the North Carolina Community College System Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had on the advancement of women senior administrators?
2. To what extent do women senior administrators believe that the type and level of support provided to them by family, friends, colleagues, or mentors are related to their professional advancement?
3. Do women senior administrators perceive their roles to be different from those of male counterparts?
4. What factors do women senior administrators perceive

as limiting or enhancing their advancement?

5. What recommendations do women senior administrators suggest to improve women's representation in the NCCCS senior administrative ranks?

Eight questions used for respondent interviews were developed to provide answers to the five research questions. Some of the eight questions were modified when used in interviews with respondents not currently in senior administrative positions. The questionnaire (Appendix A) was written in a format allowing the interviewer to write notes about the respondent's office arrangement, how the respondent and interviewer were seated and body language observed after each question was asked.

The eight questions used and their relationship to these broader research questions were:

1. Tell me about your work experience as a NCCCS senior administrator and describe your last three positions. Senior administrators were defined as those in the positions of presidents, vice presidents, or deans.
2. What impact has the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had on women's advancement in the NCCCS? (Research Question 1)
3. To what extent has the kind and level of support provided by family, friends, colleagues or mentors helped you to advance as an administrator? Who helped

you the most? Explain. (Research Question 2)

4. Are women and men treated differently in their roles as administrators? Give examples. (Research Question 3)
5. What factors do you perceive as limiting your advancement as an administrator? (Research Question 4)
6. What recommendations would you make to improve women's representation in senior administrative positions? (Research Question 5)
7. Are there other things I need to know about women senior administrators (presidents, vice presidents, and deans)? What are your suggestions for making this work more meaningful?
8. As I write about you as a senior woman administrator, how would you describe yourself?

The first respondent question relates to work history and identifies the administrative level held by each respondent. The second question documents the perceptions of respondents described in research question one which relate to the effectiveness of the Plan in facilitating advancement opportunities for women senior administrators.

The third respondent question relates to research question two and identifies perceptions of how women and men are treated differently as senior level administrators. Differences in salary levels between women and men is an indicator of unequal treatment between women and men. For this reason, demographic data relating to salaries was obtained from the NCCCS and studied.

Respondent question four answers research question three and seeks to determine if women senior administrators perceive their roles to be different than males in similar administrative positions. Respondent question five answers research question four and identifies factors limiting or enhancing the ability of women senior administrators to advance. Respondent question six answers research question five and provides an opportunity for respondents to offer recommendations that might help other women attempting to move upward in college administration.

Questions seven and eight were included as a means of adding information to the study that might have otherwise been missed. Question eight provided data on individual leadership styles to determine if there were patterns that might be helpful to those aspiring to become senior administrators.

Sample and Sampling Plan

During 1994, there were 2 women serving as presidents (3.4% of the presidents), 15 women serving as vice presidents (16.5% of the total number of vice presidents), and 76 women serving as deans (33% of the total number of deans) in the NCCCS (Rodenhouse, 1994). A higher percentage of women served in lower administrative levels such as business office managers, and library services and student service directors. The purpose of this study was to evaluate progress made by women in achieving senior level administrative positions over the last ten years. Included in that evaluation of progress is the perception of salary equity. Have salaries of senior women administrators increased from earlier studies to the point that they are equal to those of male counterparts? If salary differences exist, how do the women administrators perceive this inequity? These and other issues were examined by interviewing selected women administrators within the North Carolina Community College System (NCCCS).

A stratified sample of 15 women who had recently been or were currently serving as senior administrators in North Carolina community colleges was selected from a list of senior women administrators obtained from the NCCCS and approved by the dissertation committee. The sample size selected was consistent with the decision to conduct a qualitative study using in depth interviews. The sample size also allowed a manageable number of respondents to be selected from each of the three regions within the state. Within each region samples of women administrators were chosen from the three top administrative levels of president, vice president and dean.

Attempts were made to select respondents equally from small, medium and large institutions located in the western, piedmont and eastern regions of the state. Small institutions were identified as those having enrollments of up to 1,000 students, medium-sized institutions had enrollments of between 1,000 and 2,000 students and large institutions had enrollments above 2,000 students. A map which indicates the location of each community college in the system and a list of institutional addresses was taken from the 1993 NCCCS Educational Guide Chart (Appendix B). This map was used to determine institutional selection based on the three regions of the state. When institutional size and regional location could not be matched with equal numbers of administrators within the three categories, respondents were selected according to administrative categories.

Demographic information obtained from the NCCCS included gender and racial distributions within each college, and annual salaries of both women and men senior administrators according to administrative category. Data cover fiscal years 1986 through 1995.

Sources of Evidence

The 15 potential respondent names selected from the NCCCS list included women senior administrators who were currently working in NC community colleges and several who had recently left the NC system. The latter were selected because their years of experience as women senior administrators might provide insights that would be helpful to women aspiring to enter senior administrative positions.

Based on personal interviews with 15 respondents, a majority began their careers by teaching and moved to administration subsequently. Even those who started out in business, counseling or government seem to have had some tangential contact with education. Whether that contact stimulated their interest in educational administration is not known, however they eventually gravitated to educational careers. Those who started as teachers moved into lower levels of administration before becoming senior administrators. After serving as either public school teachers or community college teachers, most made a conscious effort to change from teaching to administration. Opportunities had to be available for them to advance in their careers.

A number of women did not have clear goals of becoming senior administrators at first, but did know they wanted to become administrators. Opportunities were the key to setting higher goals. Concurrent with changing goals was the need to increase educational levels, and if that opportunity was not available, then advancement was either deferred or halted permanently. For example, having children might cause advancement plans to be postponed, or the career of a spouse might have an impact on advancement opportunities.

The NCCCS was asked to furnish demographic data including senior administrative salaries for both women and men from 1986 through 1995 together with the number of males and females serving at the three administrative levels during that period.

Interview Process

After identifying potential respondents, letters were mailed requesting that they participate in the study

(Appendix C). Letters were mailed at intervals so that interviews could be scheduled to suit the interviewer's work schedule, travel time and distance to interviews. For example, since some potential respondents were close to one another, two interviews could be scheduled in one day. In other cases, travel distances were so far that several days were needed to conduct one interview.

One week after letters were mailed, telephone calls were made to potential respondents in order to confirm their agreement to participate in the study and to establish a meeting date and time. In some cases, respondents requested that questions be faxed to them so they could have more time to consider responses to questions. Thirteen of the original 15 selected agreed to participate in the study. Two of the original 15 asked were unable to find a convenient time or date to meet for interviews. If a potential respondent was unable to participate in the study, alternate respondent names were selected from an approved list and asked to participate.

Once meeting dates were established, a reference folder was developed. It contained a list of respondents (Appendix D) whose names were coded according to interview dates. These dates were used to identify respondents throughout the interview and data analysis phases of this study. In addition to the list of respondents, the folder contained request letters (Appendix C) and thank you letters (Appendix E).

Interviews were conducted in each respondent's office and lasted one hour or longer. In two cases, respondents were able to meet for only one-half hour each. Both respondents had requested copies of questions that would be asked and as a result, were prepared to discuss questions in a shorter period of time. In order to maximize the short time allotted, question 1 (Tell me about your work experience as a NCCCS administrator, and describe your last three positions), and question 8 (As I write about you, how would you describe yourself) were omitted. The two respondents were those not currently working in the NCCCS.

Before interviews began, respondents were asked if a recorder might be used, and all agreed. Recordings were marked with the interview date for later identification. Since respondents were identified by interview date and not by name in the list or on the tapes, AM or PM was added to the identifying date if two respondents were interviewed the same day. Respondents were assured that their responses would not be used in a manner that would permit respondent identification. Copies of questions were given to respondents at the beginning of interviews so they could follow questions more easily. As stated earlier, some respondents had requested a faxed copy of questions in advance, in which cases they already had the questions. At the end of interviews, some respondents requested a copy of the dissertation findings and summary. Following each interview, a personal thank you letter was sent to the respondent (Appendix E).

Processing Evidence

Interview tapes were transcribed onto several computer floppy discs from which hard copies were made. Respondent answers to questions were identified by the corresponding interview date and question number. Answers were placed on separate pages with the identifying meeting date and question on each in order to identify respondents. Answers requiring several or more pages of hard copy were taped together to form a continuous representation of responses, making it easier to compare and evaluate data.

Once hard copies of responses were made, information pertinent to questions were highlighted with a yellow marker in order to compare similar responses. Other relevant information but not common to each response was marked with a marker of another color. This allowed data to be quickly extracted during the analysis phase. Answers from each respondent were then grouped together for comparison.

Each group of questions was then reviewed and an outline was made of the responses. These outlines along with each response formed a basis for the development of data interpretation presented in Chapter 5.

Responses were then discussed in Chapter 4 according to each research question. Responses not directly related to the five research questions were treated separately to determine if they were relevant to this study. Nonrelated

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data may be included as recommendations for further study.

Information gathered about the first research question, concerning the impact of the North Carolina Community College System Comprehensive Plan for Administrative Leadership Diversity on advancement of women senior administrators, included perceptions of respondents about the Plan's effect on their ability to advance to higher administrative positions. Additional questions were asked to elicit the role the NCCCS should have in furthering advancement of women administrators, and whether local colleges or the state should lead in efforts to insure advancement of women in leadership positions.

Information was gathered concerning the second research question about the type and level of support received from family, friends, colleagues, or mentors as they affected each respondent's advancement. Were superiors proactive in presenting opportunities for advancement of women administrators? What role did one's family play in facilitating advancement opportunities? What support was most helpful in one's advancement opportunities?

The third research question related to perceptions about how respondents' roles were different from their male counterparts. Were women senior administrators treated differently than male counterparts by superiors? Was one's level of authority and responsibility different from male colleagues? Did salary differences exist between women and men administrators?

Information gathered about the fourth research question concerned factors limiting or enhancing advancement ability. Questions were asked about the effect of family needs on advancement. Were there problems associated with the starting of families in meeting educational requirements needed to advance in administrative positions? Did boards of trustees hire men over women when positions become available? What role did trustees play in the hiring process? Did the community as a whole have any effect on the advancement of women administrators?

The fifth research question concerned recommendations respondents had to improve women's representation in senior administrative positions. Questions were asked about networking, education of boards of trustees and other administrators, including presidents of colleges. Should the state initiate mechanisms that would improve women's representation?

Demographic Data

Demographic data provided in Appendix F were obtained from the NCCCS and provided percent of salary difference and the number of women in each senior administrative position. The period of time covered is from fiscal years 1986 through 1995.

Charts were made from computer print outs furnished by the NCCCS and used NCCCS titles for senior administrators such as chief executive officer (president), executive vice president (vice president), chief-other senior administrators (vice president), chief instructional officer (vice president), chief student affairs/services officer (dean), chief continuing education officer (dean), and chief business officer (dean). Table 1 lists NCCCS titles and the general titles denoting senior administrators used in this study. Names of individuals and institutions are not identified.

NCCCS titles of administrators were used in order to allow source confirmation by the reader. The more generally used terms of senior level administrator and president, vice president and dean that are used throughout this study are given within parentheses in each chart. Comparisons of the NCCCS and general administrator titles are given in Table 1.

Table 1

Comparison of titles

NCCCS designated title	Study title
Chief executive officer	President
Executive vice president	Vice president
Chief-other senior administrators	Vice president
Chief instructional officer	Vice president
Chief student affairs/services officer	Dean
Chief continuing education officer	Dean
Chief business officer	Dean

Trustworthiness Criteria

To insure that this inquiry was considered credible, transferable, dependable, and confirmable, the following criteria were utilized. Credibility was established through triangulation, which was employed by using multiple sources of information to establish credibility (Lincoln & Guba, 1985).

Transferability across the NCCCS was established by interviewing respondents from the western, piedmont and eastern regions of the state. The purpose was to determine if sample differences exist within each region of the state and if respondents in each region had similar concerns about gender issues. Findings indicated that there were no differences in each region. For example, women were under-represented in all levels of administration within each region of the state. Further, there is a significant difference in salary levels in all 59 community colleges and women were significantly more dissatisfied with their jobs than men. A detailed discussion of transferability in North Carolina community colleges is found under "Recent developments" in Chapter 5.

Transferability nationally was considered to be important by determining if study findings were consistent with literature pertaining to women administrators. Women are not paid equitably with men nationally and are not judged on the same basis as men. Further, women face problems of having to juggle careers and being homemakers at the same time. Transferability was established with national literature and is discussed in Chapter 2.

In order to establish dependability, credibility and reliability were also established. The method used involved an inquiry audit (Lincoln & Guba, 1985). An independent auditor was used to authenticate data collected. Ms. Margie C. Decker, Associate Director, University Career Center at The University of North Carolina at Charlotte examined process and records collected and confirmability was established by the audit described above (Appendix G).

Comments and questions raised by the audit accomplished by Ms. Decker dealt primarily with clarification of responses given by respondents. For example, Ms. Decker felt some respondent statements were reported in stronger terms than transcripts indicated in a few cases. The researcher was influenced by body language and voice inflections during interviews and interpreted these as representing strong feelings about the issues. Some of the respondent statements were subsequently softened as a result of discussions with Ms. Decker.

Summary

This chapter first states the problem women senior administrators face within the NCCCS, then lists the five research questions on which the research is based. Next, eight respondent questions developed from the five research questions are given and then discussed concerning their purpose and how they relate to the five research questions.

A description is given of the sample (respondents) and why the number of 15 respondents was selected. The stratified sample was taken from women senior administrators within small, medium and large community colleges located within the western, piedmont and eastern regions of North Carolina in order to establish a sample of all community colleges within the state system.

The interview process is described in detail followed by the method used to process results of the interviews. An explanation is given of how demographic data obtained from the NCCCS is utilized. The chapter ends with a discussion of how data were determined to be credible and confirmable.

The following is a summary of procedures used in this study:

Summary of Study Procedures

The following steps were used to conduct this study:

1. Identified all women senior administrators in community colleges in North Carolina
2. Selected 15 representative women senior administrators based on community college size and region of the state served
3. Obtained Dissertation Committee approval of potential respondents
4. Obtained each respondent's agreement to participate in the study
5. Established interview times and dates
6. Conducted interviews
7. Conducted additional interviews as needed for triangulation and credibility
8. Prepared hard copy from transcriptions and hand

written notes

9. Made corrections as required
10. Classified data as they related to concepts
11. Collected demographic data from the Planning and Research Department of the NCCCS
12. Integrated demographic and interview data according to concepts by categorizing into related groups and observed patterns
13. Re-evaluated data according to relationships, contradictions, uniformity and relativity to concepts and research questions
14. Made final corrections of data
15. Data were authenticated by an independent auditor who examined process and records collected

Chapter 4

Results

This chapter presents responses to the eight interview questions as they reveal the specific research interests of this study: the impact of the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement, support of others in aiding advancement of women administrators, identifying differential treatment of women and men administrators, factors limiting advancement of women administrators, recommendations for improving wonen's representation in senior administrative positions and a description of management styles of respondents.

Responses have been synthesized and do not represent verbatim answers to questions asked. Further, responses have been modified in order to omit references to situations or locations that would identify respondents. When a phrase or group of words used by respondents has been especially descriptive of situations or points of view, these have been retained in order to convey accuracy of ideas and thoughts.

All respondents were extremely helpful, answered questions openly and candidly, and provided explanations to clarify their answers. They also took as much time from their schedules as was needed to complete the interviews.

A brief description of previous work experiences and management styles of respondents are provided for background information. Next, after restating the research questions, responses by respondents are given.

Seven of the 15 respondents began their early careers as community college teachers. Four respondents started their careers as public school teachers, while others had their start in business, counseling, state government, or community college administration.

Women senior administrators who started as community college teachers moved into college administration by serving on committees and becoming involved in college responsibilities beyond their teaching activities. Gradually they accepted more and more administrative duties until invited to become lower level administrators in student services, program evaluation, business offices, off-campus centers, or learning resource centers. Some had additional administrative duties in areas of community affairs and fund raising.

Respondents' management styles varied as much as the path they took to become college administrators. The following provides an overview of the various methods employed by the respondents in their tasks as senior administrators.

One respondent began describing her management style by stating that she believed that public leaders (such as community college presidents) are caretakers of other people's money and should be considerate of those who work under them. She was offended by those who are ego-driven to the point they feel power equals privilege. Another person expressed the feeling that she was excluded from campus activities because of her management position, and she desired to be included in those activities.

Another respondent reported that since she has become more involved in community affairs outside college activities, she has become more connected to the community at large. She felt her role to be that of an institutional ambassador in the surrounding community and enjoyed the interaction with local leaders. Still another manager described herself as being production oriented and enjoyed the satisfaction of realizing the results of her efforts. She makes decisions quickly and has a heightened sense of justice.

One respondent described herself as a person who liked to nurture employees and solve problems. She felt her leadership style required her to have all the information available before making a decision, but that not all issues are totally black or white.

Management by walking around was the way one respondent described her leadership style. She liked to mingle with students and listen to them talk, and by doing so was able to learn their frustrations and fears. Remedial action could then be taken before problems grew to unmanageable proportions. She had great empathy for students and realized they came into the educational environment with much anxiety and many personal problems.

Several respondents described themselves as being people oriented. They preferred to involve others in the decision making process and actively sought a variety of opinions before making a final decision. One stated that she did not have an authoritarian personality and did not feel that real authority and power came from her position, but that it came from empowering others. One respondent who described herself as a "people person" stated that she dealt with people in such a manner as to allow them to feel good about excelling. She encourages them to focus on that aspect rather than on failing.

Finally, one respondent believed she was hired as a senior administrator because she was capable and competent. She was very pleased with her achievements and felt that competency and enthusiasm were very important to being a successful manager.

To summarize, respondents cited management styles that they felt were most appropriate for them. Examples of these management styles include seeking opinions of others before deciding on how best to solve problems, identifying potential problems by walking around the campus and listening to others, involving the surrounding community as ambassadors of the college, being a good steward of college resources, and acting as a coach of subordinates.

Respondent answers to each research question are quoted and presented below. Respondent identities have been concealed by changing their names, the colleges at which they serve, and other characteristics that might allow identification.

Research Question 1.

According to women senior administrators, what impact has the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had on the advancement of women senior administrators?

Nine respondents felt the Plan had little or no impact on women's advancement as North Carolina community college administrators. Dr. Ellen Smith, a vice president in a medium sized community college located in the piedmont region of North Carolina is very active in local civic affairs. She offered an opinion that the Plan has little effect. She said:

> I frankly do not think we've had very much impact at all on this. I think it looks good on paper and it makes good speeches for the leaders at the top, but I see absolutely no action taken on this at this point. I see no action steps.

Dr. Martha Jones, another vice president, who has been serving a community college located in the eastern region of the state for many years, offered her opinion that:

> The impact at my college has been zero to zilch. There is no evidence that it has impacted at all. It was not implemented here, not formally at least. On a state-wide basis, I think it has had very little to some impact across the state. I have not seen evidence

> of its influence, and as a matter of fact I would say that 95% of our people here don't know that it exists.

Seven respondents were familiar with the Plan, and four were not familiar with the Plan at all. One senior administrator, Dr. Karen Carter, was not familiar with the Plan, and when asked if she had heard of the Plan said:

> Not really. I think I did see a summary of it, but I couldn't tell you very much about it except that I know they are trying to encourage diversity in North Carolina. I'm not really that familiar with the Plan.

Ms. Jane Boyce, a young senior administrator at a community college located in the western region of the state was not familiar with the Plan. Her comment was: "We have a diversity committee or something here. But as far as I understand, the intent of its work was primarily for Blacks. I never heard anything about women. If that was the intent, it has never been stated." Other respondents had a variety of comments. For example, one said that all one has to do is look at the number of female community college presidents compared to the number of male presidents (2 women and 56 men) for an answer to that question. She did qualify her answer by stating that the number of female vice-presidents and deans had increased in recent years.

The same respondent questioned the Plan's effectiveness in increasing the number of women administrators within the NCCCS. A number of respondents believed that networking may be more important to the advancement of women administrators than having a state diversity plan because job opportunities can be found only through networking with others. One respondent further stated that in her view accountability must accompany advancement.

Respondent criticism of the state plan for diversity included concern that the Plan was not strong enough, and that it had been weakened in its final form, so much so that it was viewed as being a token plan. These respondents felt that few women had been given the opportunity to provide input during the time the Plan was being developed. They further expressed the belief that the term minority seemed to be synonymous with African Americans, and not with other populations such as Hispanics, whose numbers are increasing.

Several respondents stated that the NCCCS has not conducted a survey to determine if the Plan has been adopted by the community colleges nor have funds been appropriated for its implementation. These same respondents believed that although mandatory adoption of the Plan is not the best solution to providing opportunities for the advancement of women administrators, its requirements should be implemented. One respondent criticized the Plan as being too concerned with quotas rather than focusing on quality of people. She also felt that colleges are not given enough money to insure that the best qualified people are hired for administrative positions.

Over half of the community colleges represented by respondents have adopted their own diversity plans covering women and minorities. Dr. Beth Cooper is a new vice president at a small community college in the eastern part of the state. She said:

> We do have a diversity plan because it's required by the state office. It's doable. I wrote it in isolation. I took it to the president and it received his approval, and afterwards it was submitted to the administrative council as part of the college plan. We are very fortunate since we have two out of eight senior level administrators who are women. We have no minorities, but do have an excellent female who is Director of Student Services and just recently completed a leadership program. We are fortunate that we have women who strive on their own. As far as administrative support, there is none.

Only one community college out of fifteen visited had adopted the state diversity plan as it was published. One college, which selected diversity as its Fall 1995 theme, had a majority of women on its president's council. A respondent from a college not having a diversity plan was initiating her own plan. She hopes to persuade other areas in the college to develop their own diversity plans. Another college that does not have a formal diversity plan has a large ratio of women to men in administrative positions and is continuing its efforts in recruiting minority administrators.

Recommendations provided by respondents for making a diversity plan for women successful included the following:

1. Providing for the networking of women
2. Establishing attainable, positive goals
3. Making the Plan stronger in its requirements
4. Educating boards of trustees both at the state and local levels
5. Mandating that more women be appointed to local boards of trustees
6. Maintaining a list of women who are interested in being hired for senior administrative positions (the state does maintain a list of those interested in presidential positions, but not for vice president or dean positions)
7. Provide more education and professional development opportunities for North Carolina women aspiring to enter higher education administration

Research Question 2.

To what extent do women senior administrators believe that the type and level of support provided to them by family, friends, colleagues or mentors are related to their professional advancement?

Half of the respondents mentioned a husband and slightly more than half mentioned a mentor as providing the support enabling them to advance as an administrator. Two-thirds of the mentors cited were male and one-third were female while one respondent had both male and female mentors. A senior administrator, Dr. Mary Brown, who is located at a small, eastern community college said: "Most of my mentors were men because that is who were in the administrative positions at the time." Dr. Susan Wallace, vice - president of financial affairs at a community college in the piedmont region, said that a woman had hired her for a junior-level administrative position many years earlier. The person who hired her was a strong advocate for women. She stated:

> She believed in me when I was looking to get out of education because I was going through a divorce and I was sort of a lost person. She sought me out and brought me back to reality. She's very supportive and she always made me feel that I could do more than I thought I could.

Fathers and mothers provided support when respondents were obtaining their education and during the early years of their careers. In several cases, fathers and mothers provided little help to respondents because of their own lack of education. Three administrators mentioned friends as offering the most support to their careers. One mentioned a colleague as being her most valuable support person. A number mentioned family as being especially supportive when a move to another state was being considered. In this context, husbands and children were mentioned as offering the most encouragement and support.

At least half of the respondents mentioned their college president as being the most important mentor and the key to advancement opportunities. In most cases the president was a male, but one female president was mentioned as being the most important mentor. Reasons given for the desirability of presidents serving as the primary mentor included their knowledge and expertise in financial and budget matters, their possession of a broad knowledge of college business and organizational affairs and their extensive administrative contacts across the state.

A mentor was defined by several respondents as one who allows female understudies to gain visibility and entry to higher levels of opportunity. Dr. Susan Wallace, said: "...ever since I've been working here I have been included in the president's cabinet and almost given that status without being given a title (of a member)." The mentor must be a sponsor as well. This is particularly important in a state such as North Carolina where women administrators are considered to be non-traditional. For mentoring relationships to be successful, there must be give and take.

Several respondents expressed their belief that a mentor must receive some value from the relationship. For example, they cited the value of mentoring as being intrinsic which allows the mentor to feel good or made to look good. At the same time, the relationship must be maintained on a professional level. Further, the mentor as teacher must offer wisdom and guidance. These same respondents agreed that the relationship must be the result of a choice made between two individuals and cannot be created as part of a formal program. The respondents also felt that mentors must have an interest in the understudy's well-being and success while providing praise and constructive criticism.

When making a change to a higher position, most respondents stated that moving to another state or city was almost always required. Such a move invariably involved the entire family's decision to move and involved a change of job location for the spouse. Respondents with teen-age children had to consider the separation from close friends that would result when moving to another city or state.

One administrator who had moved from another state brought along her teen-age daughters while her husband remained behind to close his business. Mobility was felt to be an important factor in the ability of women administrators to advance within senior administrative levels.

In most cases, respondents with husbands who had their own careers worked out mutual arrangements with their spouses. Some husbands were able to retire from their jobs, while several were able to move their businesses to new locations. In one case, the husband simply quit his old job and later found a job at the new location. At least two of the respondents were divorced and one had never married. No questions were asked concerning the effect of a move on marital relationships. In one case, the respondent's spouse offered no support in facilitating a move by the respondent, the implication being that separation was the solution to this problem.

Another aspect to being a woman senior administrator deserves mention. Since work days are usually long with required evening and weekend activities, the spouse may be required to assume family duties normally handled by the wife. In several cases, husbands assumed full-time domestic roles in support of their administrator wives. A number of women senior administrators had grown children and could devote full attention to their jobs.

Most women administrators interviewed tended to be older than their male counterparts because their careers had been interrupted to have children. Also, it appears that some respondents took longer to acquire higher level positions because they remained longer in lower ones. One respondent had children between graduate degrees, while another completed her education before having children. Still others postponed graduate school and careers to have children first. In most cases, women were disadvantaged because they could not start their careers as early as men, thus deferring educational and advancement opportunities.

Research Question 3.

Do women senior administrators perceive their roles to be different from those of male counterparts?

Ten respondents reported that women having similar roles to those of men are treated differently. Three respondents felt that there is no difference in the treatment of women and men in similar roles. Respondents who felt that there is a difference in treatment cited cultural expectations as being a leading cause of the difference in gender treatment. The term cultural expectations was used to describe southern and North Carolina culture. For example, women are perceived as being less serious about their careers than men since men traditionally provide the major financial support. Southern culture does not permit (professional) doors to be opened as readily to women as to men. One senior administrator, Dr. Ruth Williamson, responded to this statement as follows:

> When our department was reorganized, the management position was created. There was only one man in the whole department. I really felt it was a budget control position and its not the type of job I wanted because it paid less than I was making and it just was not me. It seemed so striking that in our whole department that he would be the one to get the job. I think there were very traditional expectations at work -that men handle the money, are more serious about their careers and have families to support. I can't speak for the one other woman here and how she feels, but in what I have experienced, there are so many limitations placed on women. It appears that men have the most advancement opportunities.

Respondents felt that in North Carolina, cultural expectations are that women do the work while men get credit for their work. Further, the "good ole boy" network prohibits women from having the same opportunities as men. Some respondents felt that as a rule, older men tend to be more biased against women (this is in reference to boards of trustees, which tend to be dominated by older males), and as a result, women are given less authority than men. Other respondents felt that because women are judged to have less physical strength and approach problems differently than men, less is expected of them-and that women are criticized less than men.

North Carolina is slow to change. Dr. Ruth Jones, vice president of finance at a large community college in the piedmont region of North Carolina, expressed her belief that women were being treated differently than men as administrators:

> The interesting thing about that is that when I am with my peer group I don't think anyone is treated differently. When I meet with instructional administrators, I don't even think about gender. We just get in there and get the job done. I think in North Carolina colleges, as recently as nine months ago, there were no women college presidents. I think the relationship between most female and male senior administrators is probably a little different. I don't know if its in communication style or socializing or what, but there does seem to be a

> difference in terms of informal communication. Of course we've known that for a long time. Here it's not just the aspect of going golfing together. It could be some other things.
>
> The funny thing about that is women very often are the ones internally who are in charge of a lot of the tasks. Most male CEOs of colleges I have talked with have an administrative system they use. Most often a woman actually developed the system and is managing college operations on a daily basis. Whether it's a male or female CEO, I don't see talent as being different for males or females.

Several respondents discussed the ways women approach problems differently than men, and mentioned the positive characteristics they bring to their jobs. For example, all mentioned that they must deal with interpersonal problems as part of their leadership activities. They see women as naturally nurturing and better able to deal with these kinds of problems than men. They also have the ability to change positions more easily than men when situations require it.

Women should develop the following characteristics if they are to be successful, according to one respondent:

1. Women need to be different, they must be better than men
2. Women need to have a support system
3. Women adjust to change better than men and should capitalize on their strengths

Dr. Susan Wallace expressed her view as follows: "I think female characteristics of nurturing and sensitivity and consensus building-I think these are traits that make you successful." In comparing women and male administrators, she said "...I think we really have the edge. We pay more attention to details and to people..."

Three women administrators said that they were not treated differently when interacting with male counterparts, but that sometimes subordinates were patronizing. In those cases, respondents felt that women administrators were being treated as females and not as administrators. One respondent felt that men and women communicate differently and that fact can cause problems between a female supervisor and a male subordinate. Similar problems may be caused when roles are reversed.

Several respondents stated that they were aware of situations in which women replaced men and had their job titles changed from permanent to temporary and had their salaries reduced as a result. The women were kept in temporary positions for some extended length of time. One of the reasons suggested for title changes was that boards of trustees were not ready for women to have that title.

Boards of trustees were mentioned a number of times as needing to be more sensitive to talents women can bring to senior administrative positions. Many boards seem to follow the recommendations of college presidents when hiring new administrators. This perception emphasizes the major role presidents have in determining who is hired for administrative positions within North Carolina community colleges. Ms. Debra Ward, who is the director of research and planning at a large community college in the western region of the state observed that:

> ...we have always, at least in my experience, had a pretty stable board environment and a positive working relationship between the administrative staff. The chairman of the board's philosophy has generally been that they hired the president and it is he who runs the college.

One respondent felt that board members often express the desire to hire someone like themselves and they may be reluctant to hire a woman because they feel subordinates would not work for a woman supervisor.

Another area of discrimination may be that of age. A number of women are older than male counterparts when they enter college administration. This may be the result of having started families when they are young. Age bias then may hamper their ability to advance to higher levels of administration. This is of course true for male administrators as well. A college president stated that if one is not a president by the age of 50, perhaps one should forget it.

Another respondent said she had seen women not get what they were capable of achieving and felt the reason had to do with the persons themselves and the way they acted. In one case, the woman did not position herself properly in order to advance. The respondent further stated that just because administrators are female does not mean that they are supposed to be given special consideration. They have to "hustle" for it.

One area involving discrimination is the perception that women are not career oriented. Dr. Sara Hall challenged that view. She said:

> I think that one of the things that is changing is that women don't see their jobs as just supplements of their husband's income. I think a career orientation is essential, and I think that comes through in an interview. If they are interviewing for the positions that would move them into senior administration, that commitment comes through. They must learn to be themselves and not try to be all things for all people.

Dr. Hall continues:

> Women tend to go overboard. The women who are career oriented want to be noticed and move up the management ladder to the top. They often wear themselves out. I'm saying this from experience. I felt I had to prove myself. Once I got a healthier balance, everything turned out better.

Research Question 4.

What factors do women senior administrators perceive as limiting or enhancing their advancement?

Respondents provided a number of factors that limited advancement including the following:

Age. Women who start families when they are young must often defer their education and careers until children are old enough to take care of themselves or until other family members can share child-care duties. When this is the case, advancement into senior administrative positions may have to be deferred. Others may not have clear advancement goals in the early years of their career. One respondent described herself as a "late-bloomer", who originally did not have higher aspirations. As she progressed through administrative ranks and became more interested in senior administrative positions, her goals became clearer and she decided that she wanted to become a community college president. Another respondent waited until her husband's career became well established before becoming a senior level administrator. Several administrators remained single or did not have children, thus offering a more open path toward an administrative career.

Family support. Respondents who had families felt that family support was needed; consequently, a lack of support became a barrier to advancement since administrative duties demanded much of their time and attention. One person mentioned that being a college president was a 24-hour a day job and in her observation, required full attention and allegiance.

Mobility. A number of respondents cited mobility as a major factor in their ability to accept advancement opportunities. Mobility was cited because advancement usually requires moving from one college to another and often to a different state. Dr. Ellen Smith noted that:

> Another personal limitation for me is the financial difficulty of moving to another state because of retirement. Unless you are aware from the very beginning that you want a portable retirement system, you get locked into one state... . ...I'm locked into the North Carolina Retirement System now and I've got to retire in the state... . Fortunately, in North Carolina, there are 58 institutions (in which to find administrative positions) so that is why I chose to come to North Carolina.

Mobility is often associated with family support since one's spouse chooses to change, give up, or move his business in order to accommodate advancement opportunities of his wife. Children's needs may also affect mobility.

Lack of credentials. This reason includes a lack of advanced education degrees or a lack of leadership experience. One respondent mentioned a lack of advanced education as being a major factor which limited her advancement. Several respondents felt they needed more experience in college finance, or business practice in order to advance into higher administrative positions. One respondent mentioned that her range of experience was limited to one state and two counties. She felt that a more diverse range of experiences was needed to become the president of a community college.

Limited opportunities for advancement.

One respondent commented that a number of women are angry because they perceive that access to opportunities for advancement has been denied to them. Dr. Denise Wise observed that:

> Women think they need to know the entire job before they get it. Men are willing to get on the job training. What I think trustees do is that they want women to know how to do the job and are not willing to allow women to grow into the job. The measure of women and the measure of men is different.

Based on their observations within the NCCCS, several respondents felt that few advancement opportunities exist in North Carolina community colleges. Despite the large number of colleges in the system, positions are held by individuals until they retire. Further, most new presidents bring in their own people. Since most presidents are chosen from another state, new senior administrators move into the system from out of state. If the incoming presidents are not familiar with in-state personnel, they may tend to look outside the system when other positions become available.

Lack of peer support. One respondent said that her experience led her to believe that some women in college administration did not want to help other women succeed. To illustrate her point, she told the story of a person who went into a local store and noticed an open cage full of crickets. In answer to the person's question of why they were being sold, the proprietor said they were used as fishing bait. The customer asked why they were not covered and expressed concern that the crickets would escape. "Don't worry" was the answer. "Those are ....County crickets. If one tries to climb to the top, the others will pull him down again". For example,

One senior administrator Dr. Sara Hall, who is in a mid-sized community college stated:

> I think a lot of people, mainly men, don't worry so much about that (succeeding). They feel they will succeed or fail by their own merit. And if they work hard and do the right thing and if they are smart enough to keep all the people problems in line, they'll succeed. Some women unfortunately, don't like to see other women succeed. I think it's because by comparing themselves to others, they feel less worthy. See, you can get sabotaged from so many different directions.

Gender barriers. One respondent stated that until the good ole boy network loses its effectiveness in North Carolina, women will have a difficult time moving into higher administrative positions. She felt local boards of trustees are not supportive of the advancement of women.

Since she had served on search committees, she was able to see the network in operation. The respondent stated that women applicants should be given as serious consideration for positions as are male applicants. Dr. Denise Wise is dean of continuing education at a small community college in the eastern region of the state. In describing the limiting factors to advancement of women she noted that "...for many people being female is number one. Geography is often a limiting factor more so for women than it is for men."

Research Question 5. **What recommendations do women senior administrators suggest as ways to improve women's representation in the NCCCS senior administrative ranks?**

A number of recommendations were made by respondents to help women move into senior administrative levels. They include the following:

1. Women must participate in a network and the state system of community colleges should provide a means for implementing the network. The state should initiate training programs and consultation for women in the areas of systems theory and its application to community colleges. Such networking and training might be accomplished in conjunction with one of the women's organizations such as the American Association of Women in Community Colleges.
2. The state system should mandate that colleges provide mentoring opportunities for women. It

was suggested that presidents of colleges become mentors and help women acquire experience in the areas of college finance, business and college operation. Men with more administrative experience should help less experienced women administrators to develop expertise in management procedures.

3. Women need to project more positive images, gain confidence in their abilities and display capabilities they possess.
4. Women should be given more visible roles on state -wide committees in order to provide them with recognition across the state which will increase their job opportunities.
5. Colleges should be encouraged by the state to provide hiring practices favorable to women by giving monetary rewards to those that do and penalizing colleges that do not have such hiring practices.
6. The state system of community colleges should establish guidelines for hiring women and maintain an active list of women seeking jobs as dean, vice president, or president of community colleges.
7. The state system should provide training to the state board of trustee organization and to local boards of trustees. Training should focus on the roles of trustees, expectations and the importance

of diversity. Boards should be encouraged to view women as potential leaders, and that job searches must be broadened to include women.

8. Women must challenge themselves to be tough and work hard for achieving their goals, and they must understand the institutional environment. They must have an agenda and plan for their future.
9. More executive leadership training programs should be specifically developed for women. Although there are a number of such programs in the state, none seem to provide an extensive and comprehensive training ground for women aspiring to become senior administrators. Suggested programs should be initiated by the state and sponsored by each of the 59 community colleges. Information related to these training programs needs to be freely exchanged between community colleges. The programs should include community college finance and budgeting, leadership development, dealing with interpersonal problems, legal aspects of community college administration, and community college organization.

One respondent suggested that women need to learn how to work more effectively with all kinds of people, from subordinates to supervisors. Another wondered if there really is a difference in leadership styles between men and women. Although dissertations and other writings have discussed supposed differences, she questions the validity of such writings. This concern is supported by the recent dissertation of Davis (1996), who stated that there is a lack of understanding of the meaning of leadership (Davis, 1996). The respondent suggested that further study needs to be made in that area. This same person thought it would be interesting to know what motivates some promising administrators to aspire to be community college presidents while others in high administrative positions do not. This subject might be studied in another dissertation.

Another respondent suggested that a study should be made showing the effect of having successful women in senior administrative leadership roles within the community college system of North Carolina. This could be helpful to those women who aspire to become community college administrators.

Demographic data

Appendix F provides demographic information on salaries and the number of women and men in the three senior administrative positions of president, vice president and dean. In the tables used, only the highest and lowest salaries are compared. The data do not take into account levels of experience, education or years spent in the particular job category.

Appendix F indicates that the number of women in senior administrative positions in the NCCCS from 1986-1995 was less than that of males in the same positions. Further, the data indicate that women in those positions made less money than men. Data given in the table entitled Presidents indicate that male NCCCS presidents made higher salaries than female presidents during the ten-year reporting period. Further, there were only two females serving as presidents during this period.

Data given in other senior administrative positions during the ten-year reporting period include numbers of males and females serving in those positions and the highest annual salaries made by each. More men served in all job categories than women. In most cases less than half of the available positions were held by women during the ten-year period. The data indicate that with one exception, men had higher percentages of salary differences than women in all job categories. The data clearly indicate that women held fewer senior administrative positions than did males and also made lower salaries than men.

Summary

Responses indicate that most respondents began their careers as either community college or public school teachers. They moved into college administration by becoming involved with administrative activities and gradually accepting more responsibility. After some length of time, they were invited to move into higher levels of administration by senior administrators. A description of respondent management styles is given after the discussion on how they entered college administration.

A majority of the respondents reported that the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had little if any effect on women advancing in the community college system. Although most were familiar with the Plan, one-fourth had no knowledge of it nor were they aware that it included enhancement of women as well as minorities. Those who were familiar with the Plan criticized it for not being effective in facilitating advancement of women. Some criticized the state for not seeing that the Plan was implemented across the NCCCS. Most community colleges in the system have adopted some form of a diversity plan of their own. A number of respondents offered recommendations of their own for making a diversity plan for women successful. Respondents were more apt to trust the networking of women than the Plan. Other recommendations included making the Plan stronger in its requirements and educating boards of trustees to the need to consider women for senior administrative positions.

Women senior administrators reported broad support of family, friends, colleagues and mentors for their advancement success. Husbands and mentors provided the most support. College presidents were mentioned as being important mentors since they provide training in the areas of finance and college organization and opened the door to administrative contacts.

A majority of respondents felt women are not treated on an equal basis with men. Boards of trustees were mentioned as being barriers to advancement by women senior administrators.

Factors offered as limiting advancement of women administrators included age, family support, mobility, lack of credentials, lack of opportunities and the pressure of a good ole boy network. Another factor seen as limiting advancement of women administrators was the birth and care of children. The amount of time required for these personal responsibilities prohibited women administrators from spending their extra time on administrative duties.

Recommendations were made to improve women's representation in senior administrative positions. It was recommended that the state provide the means for implementing a networking system for women. The state should take the lead in providing training and consultation for women who aspire to become college administrators. Respondents also strongly believed the state should encourage colleges to hire more women as administrators.

Additional recommendations were made by respondents and included the need to have more executive leadership training programs for women. Even though a number of respondents had attended the Executive Leadership Management Program, they felt additional training was needed and most felt the NCCCS should initiate and sponsor additional training opportunities for women.

Personal management characteristics described by women senior administrators included attributes of caring, collaboration, interaction and a desire to solve disputes by nonconfrontational means if possible. One respondent expressed her feeling that administrators should be caretakers of other people's resources and that managers should be sensitive to that duty as they conduct their administrative business. Another response emphasized the administrator's role as being an ambassador of the college within the community.

This chapter was used to discuss results of interviews with respondents as the results related to research questions. Chapter Five continues by discussing findings, conclusions and recommendations of interview results. Each research question is listed with findings and conclusions discussed in detail. Finally, conclusions and recommendations are offered.

Chapter 5

Findings, conclusions, and recommendations

Findings

This study identified perceptions of women senior administrators within the North Carolina Community College System as they relate to five research questions concerning advancement issues. Data relating to salaries and the number of women and men in senior administrative levels in each of the 59 community colleges were obtained from the NCCCS. The data identify salary inequities between men and women and emphasize the fact that few women occupy positions of presidents and vice presidents. Factors affecting women administrators were addressed in the five research questions as follows:

1. According to women senior administrators, what impact has the North Carolina Community College System Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had on the advancement of women senior administrators?
2. To what extent do women senior administrators believe that the type and level of support provided to them by family, friends, colleagues, or mentors are related to their professional advancement?
3. Do women senior administrators perceive their roles to be different from those of male counterparts?
4. What factors do women senior administrators

perceive as limiting or enhancing their advancement?

5. What recommendations do women senior administrators suggest to improve women's representation in the NCCCS senior administrative ranks?

Research question 1. (Impact of the Comprehensive Plan)

Although responses to the question concerning the impact of the Comprehensive Plan as presented in Chapter 4 were largely negative, after reflection, most respondents became less critical of the Plan, and even complimentary of its intent. Criticism focused mainly on the perceived failure of the NCCCS to exert leadership in requiring adoption and subsequent implementation of the Plan by each community college. Most respondents were sensitive to the political implications of such state action, but still believed the NCCCS was responsible for assuring the success of the Plan. They were critical of the lack of results that had been expected from the Plan.

According to several respondents, some community colleges have adopted a diversity plan of their own rather than using the NCCCS plan. Most diversity plans seem to emphasize minority advancement rather than women's advancement, and there was criticism that the NCCCS had done nothing to change that perception.

Research question 2. (Support of others)

While mentors and spouses were mentioned as those being most helpful in achieving advancement, each played a somewhat different role when helping an administrator to advance. For example, a spouse usually allowed or assisted the administrator to achieve advancement when opportunities were presented. A mentor, usually the administrator's superior (the college president most frequently was mentioned), not only provided the training needed to advance, but often facilitated the opportunity as well. Mentors or college presidents were usually more aware of job opportunities throughout the NCCCS than were other administrators.

When describing a mentor, respondents used phrases that indicated respect for the mentor's breadth of knowledge, good judgment in business matters, decision-making ability, support, patience, capacity to be non-judgmental (of the respondent), willingness to take time with the protégée, friendliness, and empathy. No one type of personality seemed to fit the definitions given for a good mentor. The one factor that was present in many good mentoring relationships was an appropriate "fit" of personal characteristics. If the protégée had a strong, results-oriented personality, a mentor exhibiting the opposite qualities might be judged as the ideal mentor.

In order to take advantage of advancement opportunities, the ideal situation was one in which the spouse was willing to move to other cities or another state to facilitate the administrator's advancement. As previously mentioned, some husbands were not able to move when advancement opportunities presented themselves. If the opportunity was an important one, the woman administrator might move immediately to the new location while the husband remained for some months or years before following.

Research question 3. (Differential treatment of women and men administrators)

Most perceived differential treatment of women centered around salary differences between women and men. Respondents were very aware of this disparity, and were unable to bring about changes in the system themselves. Demographic data given in Appendix F reinforce women administrator's perception of salary differences. No particular patterns were evident in the data, but differences in salary are found at all senior administrative levels. This is especially true at the level of president, and vice-president. It is also evident that although a number of institutions are raising salaries of women administrators to a more equitable level, some are not increasing women's salaries. Salary differences between women and men do not seem to be related to the number of women and men in those positions. It is not known if the small number of women found in the category of chief continuing education officer is related to the failure of colleges to hire women for this position or whether there are not enough women applying for that position.

Research question 4. (Factors limiting advancement)

A number of factors limiting advancement of women senior administrators was reported by respondents. From those cited, age, family support, mobility and a gender barrier network were the four factors mentioned most frequently.

Age. Because women are usually the primary care giver for children, they must often postpone preparation for a career. Career preparation must often be deferred until children are old enough to take care of themselves and as a result, women administrators may not be able to start graduate training until a later time. After completing graduate work, a number of years are required to gain experience before becoming eligible for senior level positions.

Men usually are not fettered by these limitations and are able to complete their graduate training earlier than women, and can then move into career paths more quickly. As a consequence, women advancing in administrative levels must compete with men who already have more years of experience.

Family support is important for women to advance in senior administration positions. Family members who become adults themselves may still be part of a support system for the advancing woman administrator. Children have their own network of friends and may be reluctant to move to a new and different environment. Husbands are frequently unable to switch jobs when opportunities for the wife present themselves.

Mobility, which is closely associated with family support, is another factor affecting advancement. Respondents indicated that advancement opportunities most often involved moving to a new city or state. Family considerations that limit the ability to move freely from one job to another can seriously reduce the opportunity to advance.

A gender barrier network was mentioned most frequently as a major factor in limiting advancement of women senior administrators in North Carolina. For example, perceptions are held that a conscious effort is often made to avoid hiring women for presidents' positions. References were frequently made to the low number of women presidents in the NCCCS and several referred to the low number of women holding vice president positions. Respondents believed that hiring practices were influenced by boards of trustees but college presidents also exerted a strong influence on board actions. Generally, presidents were viewed as being more inclined than boards of trustees to select women for senior administration positions.

Respondents who believed hiring policies were controlled by boards of trustees often recommended that there be required training for boards of trustees. Such observations were often based on personal experiences with board actions. Not all respondents had negative experiences with board meetings, however, and some were highly complimentary of their boards of trustees in promoting opportunities for women in administration.

Of the most frequently mentioned factors limiting advancement (i.e., age, family support, mobility and a gender barrier network), family support can affect women and men equally. However, age, mobility and a gender barrier network appear to be factors that specifically limit the advancement of women.

Respondent comments about Southern and North Carolina cultural treatment of women administrators appear consistent with national findings. For example, women face problems when attempting to move from a home environment to educational administration are cited in national literature (Sandler, 1993), and women administrators tend to be older than men when entering management since their education must be postponed for family reasons (Leatherman, 1994). Also, women tend to be paid lower wages than men especially in male dominated fields of work, although that practice is slowly changing (Cage, 1994, April 20; Neill, 1996; "Not so bad," 1996). Few women serve as college presidents in all higher education institutions (Julian, 1992; Touchton & Ingram, 1995), nor do many women serve as deans of engineering, law, or science (Cage, 1995; Carelli, 1996).

The "good ole boy" network appears to exist in many kinds of businesses as well as education. Such a network reduces advancement opportunities of women who attempt to move into higher management levels (Capozzoli, 1989; Report of the Council, 1991).

Research question 5. (Recommendations for improvement)

Most of the recommendations to improve women's representation in administrative positions were concerned with on-going gender bias. For example, boards of trustees need to be more open to considering women for upper level administrative positions when positions become available. A number of women mentioned the nurturing qualities women naturally possess as being an important quality in dealing with personnel problems. All of the women interviewed for this study perceived that they possessed good management skills and the ability to make "hard" decisions. According to the respondents, some boards apparently do not believe women are as capable as men in making administrative decisions.

Another recommendation suggested by respondents was the need for NCCCS officials to become proactive in initiating and encouraging community colleges to provide mentoring opportunities for aspiring women administrators. They believed mentoring is a major factor that allows women to advance in senior administration levels, and should be a primary concern of the NCCCS in its goal to facilitate the advancement of women.

Executive leadership training was the most frequently mentioned recommendation for providing assistance to women in senior administrative positions. Although all respondents were familiar with the Executive Leadership

Management Institute and many had attended this program, most recommended that additional training opportunities be provided for women. They further recommended that the NCCCS provide the necessary leadership in creating an extensive leadership training program. One respondent recommended that such a program should be moved from institution to institution, thus providing opportunities to those who may have trouble attending a leadership program located in the state capital of Raleigh.

Conclusions

Based upon an analysis and interpretation of evidence gathered from respondent interviews and NCCCS demographic data, the following conclusions are drawn:

1. The NCCCS Plan has had very little impact on the advancement of women administrators. Support of diversity as it relates to advancement of women administrators has come from efforts generated at individual institutions rather than from the NCCCS. Some colleges that have diversity plans have combined women's and minority advancement in a similar manner to that of the NCCCS Plan, but others consider diversity as a minority issue only.
2. Women administrators believe that the support received from others has been invaluable to their success. Mentors provided the most support to women administrators, and college presidents were the key persons assisting the administrator in their

advancement. Family was the next most important source of support. Presidents especially believed that family and friends were the major sources of their support.

Both family and mentor support seem to be necessary for the advancement of women senior administrators. The support of friends and colleagues was usually related to solving problems or giving direction. Parents provided initial support in early formative years when education was important. Sometimes parents continue to serve as role models, but they were not in a position to affect advancement of the administrator.

3. A majority of women administrators perceived their roles to be different than their male counterparts. They cited regional cultural expectations as a source for perceived differences in gender roles. Differences between male and female physical strength and the manner in which women approach problem solving were also mentioned as accounting for the perception of role differences. Women administrators also believe that boards of trustees and some college presidents perceive differences in gender roles. This difference is manifest in salary differentiation and lack of equitable numbers of women holding senior level administrative positions. The respondents were very sensitive to the unequal treatment they perceived was

given to them by institutions across the state, and they expressed the belief that greater efforts must be made to correct the inequities.

4. The gender barrier network was mentioned most frequently as limiting advancement of women senior administrators. Most women believed that this factor was the most difficult to overcome, because assistance from the NCCCS was necessary to bring about meaningful change. Another factor limiting advancement of women administrators was their lack of training and experience in financial and business matters. Women realize the necessity of having these skills, but few are given the opportunity to gain hands-on experience in related areas.
5. More training should be provided to women in order to prepare them for community college management. Educating boards of trustees and male administrators concerning a need to treat women equally was another recommendation to improve advancement opportunities for women.

Recent developments

In 1993 the Women Administrators in North Carolina Higher Education initiated a study of the process of advancement and support of women in higher education. A part of that study dealt with community colleges within North Carolina and was conducted in 1996. Data were compiled and made available for review in a 1997 report

(Gillet-Karam et al., 1997). Conclusions of the report are:

* Women are significantly under represented in all levels of administration in the North Carolina Community College institutions.
* There are qualified women in the pipelines leading to senior administrative positions and the presidency.
* There is a significant difference in salary levels between men and women which needs further study.
* Men and women both aspire to higher level careers: but many more men aspire to presidencies.
* Women are significantly more dissatisfied with their jobs, especially with salary, the opportunity to effect change, the climate for women, and their authority/influence.
* There are problems with campus climate for women at many institutions; many women perceive gender as a significant barrier to their advancement, though most men do not agree. (Gillet-Karam et al., 1997, p. 17)

The findings of the report are similar to those found in this study.

The Institute for Future Presidents program has recently been created by the NCCCS to train women and men for community college presidencies. Of the initial class of 22 men and women who were accepted to participate in the program, 13 were women (Kelley, 1998).

Implications of this study

Conclusions reached from this study indicate that some improvement in salary differences are being made, but women do not believe they are treated equitably with male counterparts in the areas of advancement opportunities and salary levels. The implication of these findings for the NCCCS is that these conditions need to be corrected not only for the benefit of present and future women senior administrators, but for the benefit of the NCCCS itself.

For example, many capable and competent women are being overlooked as potential senior administrators because of current hiring practices in the various community colleges. The expertise these people could bring to community colleges across the system is not being utilized. Further, women are not being trained to assume positions of president and vice president in particular.

By not paying equitable salaries to senior women administrators, colleges are not able to attract them to smaller, more remotely located areas of the state. Women are not encouraged to seek higher positions when they realize that pay is not commensurate with responsibility.

Another implication for the NCCCS is that solving this problem on a state-wide basis is difficult because of the present structure of the community college system, where individual colleges maintain a great amount of autonomy. As a result, hiring practices vary considerably and a state hiring standard would be difficult to implement.

The NCCCS could, however, be the facilitating mechanism by which a standard hiring system is established. Such a system could provide training on a state-wide basis for prospective women senior administrators and the NCCCS could become a clearing house for those seeking jobs in those areas. It is important for the NCCCS to take the lead in providing these services to each of the 59 community colleges since it is the only agency in the system that can do so.

Another reason for implementing a state-wide training and hiring program now is the need to replace many male administrators who are reaching retirement age. Male administrators hired during the formative years of the system are retiring and must be replaced.

Recommendations for further research

Based on this study, the following recommendations for further research are made:

1. The study should be replicated in other community college systems throughout the United States in order to verify conclusions of the study in order to determine if findings in North Carolina are transferable to other states.
2. A study should be undertaken to determine the various administrative titles used by each institution within the NCCCS in order to document how each relate to the NCCCS titles and job categories.

3. A study should be undertaken to compare the effectiveness of women and men senior administrators as to their leadership and management abilities. Such a study may be helpful in sensitizing some boards of trustees that women possess leadership qualities equivalent to males. Further, women may also be encouraged to seek administrative positions as a result of confirming their leadership abilities.
4. In order to develop an effective state-wide leadership training program for women, studies should be conducted to determine how other community college systems are training women for leadership positions in their institutions.
5. An assessment of training programs for community college boards of trustees in North Carolina needs to be conducted. By comparing these programs with others across the nation, suggestions can be made to the NCCCS for implementing a more comprehensive program in this state.
6. A study of the hiring practices of individual community colleges in the NCCCS should be undertaken as a basis for establishing uniform hiring standards for senior women administrators.
7. As a means of verifying continued progress of women in achieving senior administrative positions in the NCCCS, a follow up study to this one should be made periodically.

8. A study should be made to identify the essential characteristics of mentoring relationships so that a more effective mentoring system can be developed between mentors and women senior administrators in the NCCCS.

9. In order to assist women aspiring to higher senior administrative levels, a national study should be undertaken to identify factors that will help them advance.

10. Determination should be made as to why salary differences exist between women and men administrators in the NCCCS so that corrective measures can be taken.

By undertaking the studies outlined above, a broader understanding may be gained of the problems women face and possible solutions that will facilitate advancement opportunities for women senior administrators in the North Carolina Community College System.

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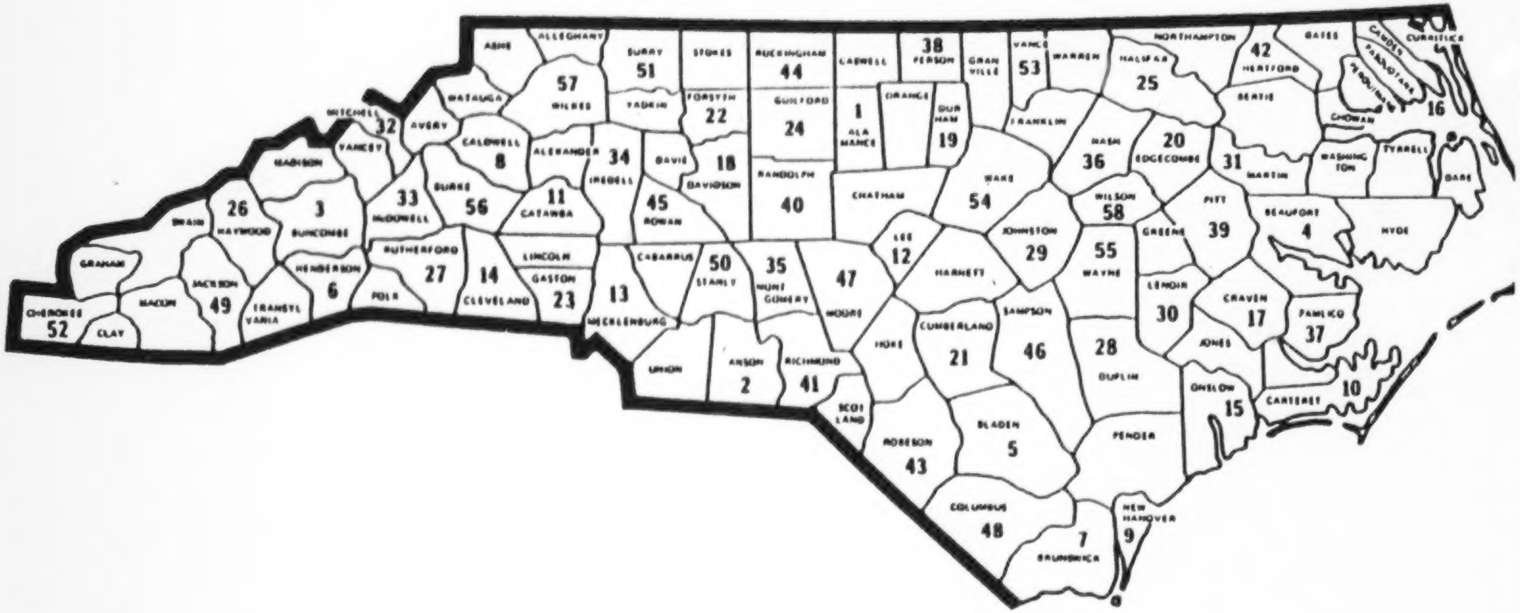
Appendix A

Interview questions

Work History	1.	Tell me about your work experience as a NCCCS administrator, and describe your last 3 positions.
Opportunity (Research question 1)	2.	What impact has the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement had on women's advancement in NCCCS?
Advancement (Research question 2)	3.	To what extent has the kind and level of support provided by family, friends, colleagues or mentors helped you to advance as an administrator? Who helped you the most? Explain.
Differentiation (Research question 3)	4.	Are women and men treated differently in their roles as administrators? Give examples.
Support (Research question 4)	5.	What factors do you perceive as limiting your advancement as an administrator?
Recommendations (Research question 5)	6.	What recommendations would you make to improve women's representation in sr. administrative positions?
	7.	Are there other things I need to know for this research? What are your suggestions for making this work more meaningful?
	8.	As I write about you, how would you describe yourself?

Appendix B

Map of NCCCS institution locations and addresses


ASHE
ALLEGHANY
SURRY
51
STOKES
ROCKINGHAM
44
CASWELL
38
PERSON
GRANVILLE
VANCE
53
WARREN
NORTHAMPTON
42
HERTFORD
GATES
CAMDEN
PASQUOTANK
PERQUIMANS
CURRITUCK
16
CHOWAN
WATAUGA
57
WILKES
YADKIN
FORSYTH
22
GUILFORD
24
1
ALAMANCE
ORANGE
DURHAM
19
FRANKLIN
HALIFAX
25
BERTIE
MITCHELL
32
AVERY
YANCEY
CALDWELL
8
ALEXANDER
34
IREDELL
DAVIE
18
DAVIDSON
RANDOLPH
40
NASH
36
20
EDGECOMBE
31
MARTIN
WASHINGTON
TYRRELL
DARE
MADISON
33
McDOWELL
BURKE
56
11
CATAWBA
45
ROWAN
CHATHAM
WAKE
54
WILSON
58
PITT
39
BEAUFORT
4
HYDE
SWAIN
26
HAYWOOD
3
BUNCOMBE
RUTHERFORD
27
14
CLEVELAND
LINCOLN
GASTON
23
13
MECKLENBURG
CABARRUS
50
STANLY
35
MONTGOMERY
47
MOORE
LEE
12
HARNETT
JOHNSTON
29
55
WAYNE
GREENE
LENOIR
30
CRAVEN
17
PAMLICO
37
GRAHAM
CHEROKEE
52
CLAY
MACON
JACKSON
49
TRANSYLVANIA
HENDERSON
6
POLK
UNION
ANSON
2
RICHMOND
41
SCOTLAND
HOKE
CUMBERLAND
21
SAMPSON
46
28
DUPLIN
JONES
ONSLOW
15
CARTERET
10
ROBESON
43
BLADEN
5
PENDER
COLUMBUS
48
7
BRUNSWICK
NEW HANOVER
9

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Appendix B-Continued

1. **Alamance Community College**
Post Office Box 8000
Graham, NC 27253-8000
(919) 578-2002

2. **Anson Community College**
Post Office Box 126
Polkton, NC 28135
(704) 272-7635

3. **Asheville-Buncombe Technical Community College**
340 Victoria Road
Asheville, NC 28801
(704) 254-1921

4. **Beaufort County Community College**
Post Office Box 1069
Washington, NC 27889
(919) 946-6194

5. **Bladen Community College**
Post Office Box 266
Dublin, NC 28332
(919) 862-2164

6. **Blue Ridge Community College**
Flat Rock, NC 28731
(704) 692-3572

7. **Brunswick Community College**
Post Office Box 30
Supply, NC 28462
(919) 754-6900

8. **Caldwell Community College and Technical Institute***
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200

9. **Cape Fear Community College**
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481

10. **Carteret Community College**
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000

11. **Catawba Valley Community College**
Route 3, Box 283
Hickory, NC 28602
(704) 327-7000

12. **Central Carolina Community College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401

13. **Central Piedmont Community College**
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6566

14. **Cleveland Community College**
137 S. Post Road
Shelby, NC 28150
(704) 484-4000

15. **Coastal Carolina Community College**
444 Western Boulevard
Jacksonville, NC 28546
(919) 455-1221

16. **College of The Albemarle**
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821

17. **Craven Community College**
Post Office Box 885
New Bern, NC 28560
(919) 638-4131

18. **Davidson County Community College**
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186

19. **Durham Technical Community College**
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222

20. **Edgecombe Community College**
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166

21. **Fayetteville Technical Community College**
Post Office Box 35236
Fayetteville, NC 28303-0236
(919) 678-8400

22. **Forsyth Technical Community College**
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(919) 723-0371

23. **Gaston College**
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200

24. **Guilford Technical Community College**
Post Office Box 309
Jamestown, NC 27282
(919) 334-4822

25. **Halifax Community College**
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551

26. **Haywood Community College**
Freedlander Drive
Clyde, NC 28721
(704) 627-4516

27. **Isothermal Community College**
Post Office Box 804
Spindale, NC 28160
(704) 286-3636

28. **James Sprunt Community College**
Post Office Box 398
Kenansville, NC 28349-0398
(919) 296-1341

29. **Johnston Community College**
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

30. **Lenoir Community College**
Post Office Box 188
Kinston, NC 28501
(919) 527-6223

31. **Martin Community College**
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521

32. **Mayland Community College**
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351

33. **McDowell Technical Community College**
Route 1, Box 170
Marion, NC 28752
(704) 652-6021

34. **Mitchell Community College**
West Broad Street
Statesville, NC 28677
(704) 878-3200

35. **Montgomery Community College**
Post Office Box 787
Troy, NC 27371
(919) 572-3691

36. **Nash Community College**
Old Carriage Road
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011

37. **Pamlico Community College**
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851

38. **Piedmont Community College**
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181

39. **Pitt Community College**
Post Office Drawer 7007
Greenville, NC 27834
(919) 355-4200

40. **Randolph Community College**
Post Office Box 1009
Asheboro, NC 27204-1009
(919) 629-1471

41. **Richmond Community College**
Post Office Box 1189
Hamlet, NC 28345
(919) 582-7000

42. **Roanoke-Chowan Community College**
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921

43. **Robeson Community College**
Post Office Box 1420
Lumberton, NC 28359
(919) 738-7101

44. **Rockingham Community College**
Wentworth, NC 27375
(919) 342-4261

45. **Rowan-Cabarrus Community College**
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760

46. **Sampson Community College**
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081

47. **Sandhills Community College**
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185

48. **Southeastern Community College**
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141

49. **Southwestern Community College**
275 Webster Road
Sylva, NC 28779
(704) 586-4091

50. **Stanly Community College**
141 College Drive
Albemarle, NC 28001
(704) 982-0121

51. **Surry Community College**
Box 304
Dobson, NC 27017
(919) 386-8121

52. **Tri-County Community College**
2300 Highway 64 East
Murphy, NC 28906
(704) 837-6810

53. **Vance-Granville Community College**
Box 917
Henderson, NC 27536
(919) 492-2061

54. **Wake Technical Community College**
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551

55. **Wayne Community College**
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151

56. **Western Piedmont Community College**
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000

57. **Wilkes Community College**
Post Office Box 120
Wilkesboro, NC 28697
(919) 667-7136

58. **Wilson Technical Community College**
Post Office Box 4305 - Woodard Station
Wilson, NC 27893
(919) 291-1195

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Appendix C

Participation request letter

Date
Home address

Respondent's address

Dear:

I am currently preparing a dissertation entitled "The Status of Women Senior Administrators in the Community College System of North Carolina". The most recent dissertation on this subject was prepared in 1983 by Diane Oxendine Jones, who used questionnaires to obtain data relating to salary inequities, job discrimination and other problems affecting women administrators.

To my knowledge, previous dissertations did not use personal interviews to determine the extent of gender discrimination in community college administration. For that reason, I plan to interview a number of women senior administrators to assess progress made during the past twelve years.

Because of your administrative position in the community college system, I am asking you to participate in this study. Your input will make an important contribution by helping to focus on this problem.

I will contact you within a week to find out your decision and to establish a meeting time, should your answer to affirmative.

Thank you for considering this request.

Sincerely yours,

James W. Lesslie
Central Piedmont Community College

Appendix D

List of respondents interviewed

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1. Date of interview Name Title and institution

2. Date of interview Name Title and institution

3. Date of interview Name Title and institution

4. Date of interview Name Title and institution

5. Date of interview Name Title and institution

6. Date of interview Name Title and institution

7. Date of interview Name Title and institution

8. Date of interview Name Title and institution

9. Date of interview Name Title and institution

10. Date of interview Name Title and institution

11. Date of interview Name Title and institution

12. Date of interview Name Title and institution

13. Date of interview Name Title and institution

14. Date of interview Name Title and institution

15. Date of interview Name Title and institution

Appendix E

Thank you letter

Date
Home address

Respondent's address

Dear:

This is to thank you for meeting with me on (date) and discussing problems women administrators face in our state. I appreciate your forthright comments.

Your response concerning the Comprehensive Plan for Administrative Leadership Through Diversity Enhancement as it relates to women is similar to others I have heard.

It seems unfortunate that two important issues that deal with minorities and women administrators were placed together when separate mandates would have given singular importance to each.

I appreciate your willingness to talk with me further if the need arises.

Sincerely yours,

James W. Lesslie

Appendix F

Presidents

This table begins with the 1987 fiscal year since there were no women presidents before that time. In order to avoid identifying respondents, only percentages of difference between the highest and lowest salaries of males compared with the highest and lowest women presidents was listed. Since the number of women presidents varied from one to two during these times, that data has been omitted.

Chief executive officer (president)

Percent of difference between female and male president Salaries

Year	Highest Female Salary Highest Male Salary	Lowest Female Salary Lowest Male Salary
1986-87	28.6 (Male higher)	32.0 (Female higher)
1987-88	28.6 (Male higher)	4.7 (Female higher)
1988-89	28.5 (Male higher)	0.0 (Same)
1989-90	5.2 (Male higher)	3.4 (Female higher)
1990-91	4.9 (Male higher)	3.4 (Female higher)
1991-92	4.9 (Male higher)	5.0 (Female higher)
1992-93	46.2 (Male higher)	5.0 (Female higher)
1993-94	45.8 (Male higher)	5.0 (Female higher)
1994-95	30.4 (Male higher)	26.2 (Female higher)

Note: In 1990-91, 1991-92, and 1992-93, 6 male presidents made over $100,000 per year; in 1993-94, there were 8 presidents making over $100,000 per year; and in 1994-95, 17 male presidents made over $100,000 per year. A woman president made $100,000 for a period of one year.

Executive vice presidents

The following tables include fiscal years reported, the number of women and men in each job category, highest annual salaries of both women and men, and the number of men having salaries higher than women.

Executive vice president (vice president)

Comparison between annual salaries of women and men

Year	Number of Men and Women			Highest Salaries by Gender		No. of Men with Salaries above the Highest Woman's Salary
	W	M	T	W	M	
1985-86	1	20	21	40344	72084	14
1986-87	3	20	23	50784	75960	6
1987-88	2	21	23	55356	79752	3
1988-89	1	17	18	58956	59844	1
1989-90	1	17	18	61320	73140	4
1990-91	3	14	17	66240	77520	1
1991-92	2	13	15	66240	77520	2
1992-93	3	17	20	67560	80640	3
1993-94	3	14	17	70944	82656	4
1994-95	4	14	18	74412	86376	4

Difference between women's and men's salaries indicates that men's salaries were higher

Chief-other senior administrators

This category includes vice presidents other than executive vice presidents since a number of institutions use their own administrative titles rather than the state standard. For example, some community colleges have vice presidents of instruction, vice presidents of student development, vice presidents of academic operations, vice presidents of instruction and student development, and vice presidents of student services.

Table 4

Chief-Other senior administrators

Comparison between annual salaries of women and men

Year	Number of Men and Women			Highest Salaries by Gender		No. of Men with Salaries above the Highest Woman's Salary
	W	M	T	W	M	
1985-86	10	23	33	45024	61620	5
1986-87	10	21	31	39084	60996	13
1987-88	9	23	32	41424	64032	15
1988-89	11	26	37	43044	83340	17
1989-90	10	19	29	48996	72768	13
1990-91	10	19	29	49668	70008	16
1991-92	9	18	27	49668	72804	14
1992-93	9	19	28	51492	82008	16
1993-94	9	16	25	77364	75936	0
1994-95	11	17	28	81060	79572	0

Chief instructional officer

The Chief instructional officer is considered to be at the level of vice president. A number of community colleges classify the instructional officer as dean rather than vice president. This number is small however, and constitutes approximately 5% of the total number of institutions. The chief instructional officer normally will be on the president's council and report directly to the president of the college. In large institutions, one or more deans may report directly to the instructional officer.

Table 5

Chief instructional officer (vice president)

Comparison between annual salaries of women and men

Year	Number of Men and Women			Highest Salaries by Gender		No. of Men with Salaries above the Highest Woman's Salary
	W	M	T	W	M	
1985-86	5	48	53	45504	48960	10
1986-87	2	49	51	48504	51648	10
1987-88	2	45	47	48024	58044	14
1988-89	4	49	53	50172	64992	20
1989-90	4	46	50	53184	70752	20
1990-91	4	45	49	56376	78612	21
1991-92	7	38	45	56376	78612	19
1992-93	12	37	49	60528	72612	11
1993-94	12	40	52	63204	80664	10
1994-95	10	38	48	67308	85500	7

Chief student affairs/services officer

This position is considered to be at the level of dean since approximately only 6% of the community colleges in the North Carolina system consider the position of student affairs/services as a vice president. Some colleges call the position "dean of student services" while other colleges have combined this position with others. For example, the position was combined with instruction and student development or academics/student services at some colleges.

Table 6

Chief student affairs/ service officer (dean)

Comparison between annual salaries of women and men

Year	Number of Men and Women			Highest Salaries by Gender		No. of Men with Salaries above the Highest Woman's Salary
	W	M	T	W	M	
1985-86	6	48	54	37068	47064	25
1986-87	6	48	54	38928	49416	26
1987-88	9	44	53	40872	53052	25
1988-89	10	42	52	45360	54228	18
1989-90	10	40	50	55644	57480	3
1990-91	10	38	48	63996	67656	1
1991-92	12	35	47	66708	76656	1
1992-93	13	32	45	67236	69312	1
1993-94	13	31	44	68580	74220	1
1994-95	14	33	47	59004	76596	7

Chief continuing education officer

This position is considered to be at the level of dean. No community college was found to have the continuing education officer at the level of vice president.

Table 7

Chief continuing education officer (dean)

Comparison between annual salaries of women and men

Year	Number of Men and Women			Highest Salaries		No. of Men with Salaries above the Highest Woman's Salary
	W	M	T	W	M	
1985-86	2	36	38	33624	51852	20
1986-87	2	35	37	36504	46824	17
1987-88	2	33	35	35760	44604	25
1988-89	2	36	38	37548	71004	27
1989-90	2	31	33	38472	75264	25
1990-91	3	33	36	42180	60804	26
1991-92	4	33	37	48840	60804	12
1992-93	4	30	34	50052	62016	10
1993-94	3	32	35	49056	63252	15
1994-95	3	28	31	52980	67044	12

Note the low numbers of women serving in this position. Most literature indicates that a large number of persons holding this position are women. Also, there seems to be a greater disparity between women's and men's salaries.

Chief business officer

This position is considered to be at the level of dean.

Table 8

Chief business officer (dean)

Comparison between annual salaries of women and men

Year	Number of Men and Women			Highest Salaries by Gender		No. of Men with Salaries above the Highest Woman's Salary
	W	M	T	W	M	
1985-86	12	38	50	41400	53172	17
1986-87	10	37	47	46848	53172	11
1987-88	10	36	46	50136	55548	11
1988-89	10	38	48	52644	72864	13
1989-90	12	41	53	57912	79488	11
1990-91	13	40	53	63600	84576	5
1991-92	13	41	54	63600	84576	6
1992-93	14	38	52	66768	80700	2
1993-94	14	36	50	68100	68508	1
1994-95	14	37	51	78456	73008	0*

* Note: One female administrator made more than the highest paid male administrator.

Appendix G

UNCCHARLOTTE
The University of North Carolina at Charlotte
9201 University City Boulevard
Charlotte, N.C. 28223-0001

July 25, 1996

Mr. James W. Lesslie, III
Program Director
Architectural Technology
Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

Dear Jim:

This letter certifies that I have finished my audit of your interview documentation and corresponding analysis. There were a few comments and questions that I have noted on your materials. However, my overall perception is that you have accurately compiled and summarized the qualitative data that you collected. I commend you on choosing such a fascinating topic. (In fact, I spent more time reading through most of your data rather than just auditing various parts.)

If you have any questions about my comments, please do not hesitate to contact me. Best of luck in finishing your dissertation.

Sincerely,

Margie C. Decker

Margie C. Decker
Associate Director
University Career Center

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